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ABSTRACT

This teacher's guide accompanies a program designed to teach water and boating safety to students in grades K-2. The written curriculum accompanies a video, AquaSMART K-2. The theme of the curriculum is AquaSMART. To become AquaSMART, students must learn 10 basic lessons for water and boating safety. The teacher's guide begins with an overview of the presence and importance of water in Texas. It expands on the 10 lessons found in the video: Learn to Swim; Wear a Life Jacket; Learn to Float; Reach, Throw, or Row; Look Before You Leap; Don't Overload Your Boat; Stay With Your Boat; Learn Boating Rules of the Road; Alcohol, Drugs and Boating Don't Mix; and Be Polite, Don't Pollute. In each lesson, students learn that the way to become AquaSMART is to learn to follow the rules. The video introduces Splasher the frog and his friends, Surfer and Diver. Splasher is the central character in the video and written curriculum. He and his friends draw students' attention to the activities and important information. The written curriculum repeats and supplements the AquaSMART lessons contained in the video. The curriculum includes an instructor's guide and reproducible activity sheets. Each lesson contains two topics, two activities, and a vocabulary builder. A teacher evaluation form is included in the packet. (SM)

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Teacher's Guide

Water & Boating Safety
Grades K-2

ED 460 941

Aqua SMART

"The program that shows you how to be smart when playing in and around water!"

SP 038 276

US Army Corps of Engineers
Fort Worth District

TEXAS PARKS & WILDLIFE

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OBJECTIVE: **To teach water and boating safety to students in grades K-2.**

CURRICULUM THEME: AquaSMART

The theme of the curriculum is AquaSMART. To become AquaSMART, the students are taught 10 basic lessons for water and boating safety. In each lesson, the students learn that the way to become AquaSMART is to learn and follow the rules. In this series, the students learn that:

- Boating and water sports can be fun.
- Boating and water sports can be dangerous.
- Boating and water sports can be safe, if you follow the rules.

CURRICULUM CONTENT:

This curriculum, designed to accompany the video, AquaSMART K-2, is divided into an introduction and 10 AquaSMART Lessons. The introduction, the only departure from the video, teaches students about the importance of water in Texas, and contains information about the state's geography and uses of water. In this lesson, students learn that to be AquaSMART, they must learn to preserve and conserve water, and to protect the environment

In both the video and the curriculum, the 10 lessons cover the same rules. The written curriculum, however, expands on the 10 video lessons. *The 10 lessons are:*

- Learn to Swim
- Wear a Life Jacket
- Learn to Float
- Reach, Throw, or Row
- Look Before You Leap
- Don't Overload Your Boat
- Stay With Your Boat
- Learn Boating Rules of the Road
- Alcohol, Drugs and Boating Don't Mix
- Be Polite, Don't Pollute

CURRICULUM FORMAT:

The curriculum is designed to repeat and supplement the AquaSMART lessons contained in the video, AquaSMART. In the video, Splasher* the Frog and his friends, Surfer and Diver are introduced. Splasher is the central character in the video and the written curriculum. He and his friends draw the students' attention to the activities and important information.

* The name "Splasher" – courtesy of the Modesto Irrigation District, California.

The curriculum consists of an instructor's guide and reproducible activity sheets. Each lesson contains two topics, two activities, and a vocabulary builder. For convenient review and reference, the activ ities are shown in the teacher's guide. Reproducible activity sheets for the students are contained in the activity packet. The activities are designed to reinforce the lessons through review and association with familiar events. Depending on the reading level of the students, the activity instructions can be read to or by the students. Some of the activities can be completed as a class project. Each lesson contains an AquaNET section, also. This section is designed to encourage parental participation in this water safety program.

Guest speakers are suggested for classroom presentations. Speakers from local aquatic and boating organizations, businesses and government agencies can be a significant addition to any water safety program. Following is a list of possible resource agencies:

Life Saving and First Aid:

American Red Cross, Fire Department, Law Enforcement Agencies, Lifeguards, Boy Scouts, Girl Scouts, Emergency Medical Services, Search and Rescue Groups.

Watercraft and Boat Handling:

U.S. Coast Guard, U.S. Coast Guard Auxiliary, U.S. Power Squadrons, Local Marine Enforcement Patrol, Local Marine Dealers, Boat Dealer Associations, American Canoe Association, Boating and Personal Watercraft Clubs, Boat and Equipment Manufacturers, Commercial Boat Operators, Yacht Clubs, Paddle Sport Clubs, Aquatic Centers, American Red Cross, Local River Authorities and Texas Parks and Wildlife.

Safety Afloat:

U.S. Coast Guard, U.S. Coast Guard Auxiliary, U.S. Power Squadrons, Local Marine Enforcement Patrol, University/College Aquatic Centers, American Red Cross, and Texas Parks and Wildlife.

Locks and Dams:

Army Corps of Engineers, U.S. Coast Guard and Local River Authorities.

CURRICULUM EVALUATIONS:

Each teacher is asked to complete the enclosed evaluation form and return it to Texas Parks and Wildlife. **Continued funding** of this program is dependent upon the Agency receiving these evaluations.

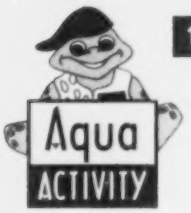
CERTIFICATE OF COMPLETION:

The curriculum includes a certificate that can be reproduced and given to the students. The certificate is contained in the activity packet.

Aqua SMART The Waterways of Texas

LESSON OBJECTIVE: To provide an overview of the presence and importance of water in Texas. This lesson teaches that:

- Water is an important resource.
- Every living thing needs water to live.
- The geography and climate of Texas are unique.



1. TOPIC: **Texas' Geography and Climate. What are they?**

- Texas is a state.
- The land ranges from desert to forest.
- Texas has short, wet winters and long, dry summers.
- Most of the fresh water Texans use is from wells and surface water.

ACTIVITY 1: **The State of Texas.**

2. TOPIC: **Water is Important. Why?**

- Texas is a farming state.
- Food products are grown in the valleys.
- Texas has plenty of sunshine, but limited rainfall during the summer months.
- Water for people, animals and crops comes from the wells and surface water.
- Dams and lakes catch and store the water until it is needed.
- Water from the lakes is brought to the farms and communities by underground pipes.

Read the story, The Garden, by Arnold Lobel, Harper Row Publishers, Inc., 1971.

ACTIVITY 2: **Water is Important.**

VOCABULARY BUILDER:

geography	**dams**	**valleys**
climate	**canals**	**unique**

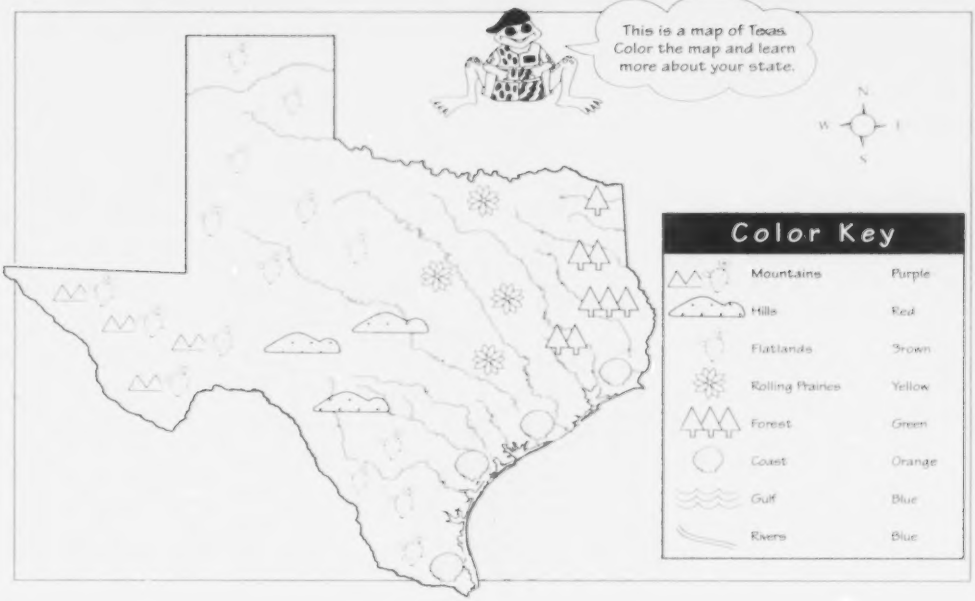
AquaFACTS:

- Every living thing needs water to live.
- Texas needs water for farming.

ACTIVITY INSTRUCTIONS: The Waterways of Texas — Activity 1: The State of Texas
Read Splasher's comments to the class. Explain the color key. For limited readers, have the students color the symbols on the key. Then have the students color the map.

Name _____ Date _____

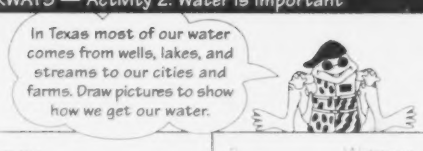
TEXAS WATERWAYS — Activity 1: The State of Texas



ACTIVITY INSTRUCTIONS: The Waterways of Texas — Activity 2: Water is Important
Read the caption in each box. Have the students draw a picture showing how the water travels to their home.

Name _____ Date _____

TEXAS WATERWAYS — Activity 2: Water is Important


In Texas most of our water comes from wells, lakes, and streams to our cities and farms. Draw pictures to show how we get our water.

1 In Texas, water starts as rain.	2 Water runs into rivers and lakes.
3 Rivers and lakes flow into underground pipes.	4 Underground pipes are used to bring water to the city and farmers.

Aqua NET

Dear Parent or Guardian:

As part of the study unit on water and boating safety, the students are learning about the importance of water in Texas. The lesson teaches students that:

- Water is an important resource and should be conserved.
- Every living thing needs water to live.
- The geography and climate of Texas is diverse because of the many different types of climate regions.

The students learned some new words, also. The words are *geography, climate, unique, dams,* and *valleys.* The students will be bringing home the activities they have completed in class. As you review their work and their new words, you can share ideas about how to conserve water in your home.

I realize that all children do not have the opportunity to go boating; but as they grow up, the opportunities to go swimming or boating will increase. Some of these opportunities will confront the children with dangerous situations. One objective of this series on water and boating safety is to teach the students the rules before any dangerous situations occur. Therefore, the series of lessons teaches the students to learn the necessary skills, make the right decisions, and follow the rules that prevent accidents from happening.

You can stimulate your child's interest in this subject by reading to him/her. I have included some literature selections that you might be able to find in your local library. These and other readings will help your child understand why water is a precious resource.

Grades K-2	Ness, Evaline *Sam, Bangs, and Moonshine* Holt, Rinehart, and Winston, 1966
Grades 1-2	MacDonald, Golden *The Little Island in the Sun* Doubleday & Co., Inc., 1946
Grades 1-3	Say, Allen *Grandfather's Journey* Houghton Mifflin Co., 1993

I hope you will enjoy sharing this educational experience with your child.

Sincerely yours,

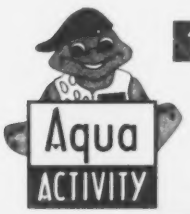
Teacher

Lesson Notes

AquaSMART LESSON 1: Learn to Swim

LESSON OBJECTIVE: Students need to learn to swim to be safe.
This lesson teaches that:

- Everyone should learn to swim.
- Everyone should swim with an adult or an older, responsible buddy, and near a life guard station.
- Knowing how to swim can help save your life.
- Knowing how to swim helps you not to panic when you are in the water.
- Never swim alone.



1. TOPIC: **Everyone should learn to swim. Why?**

Water can be fun, but it can be dangerous. Ask the students to discuss why learning to swim can make water less dangerous.

ACTIVITY 1: **Learn to Swim Word Search.**

2. TOPIC: **Everyone should go swimming with an adult or an older, responsible buddy. Why?**

Even when you can swim, accidents happen. An adult or older, responsible buddy can help you or go for help. At this age, the buddy should be older and know how to swim.

ACTIVITY 2: **Swim with a Buddy.**

3. TOPIC: **There are many places where you can learn to swim. Where?**

Write the names of the organizations and their telephone numbers on the blackboard.

ACTIVITY 3: **Learn to Swim Directory, a Take-Home Exercise.**

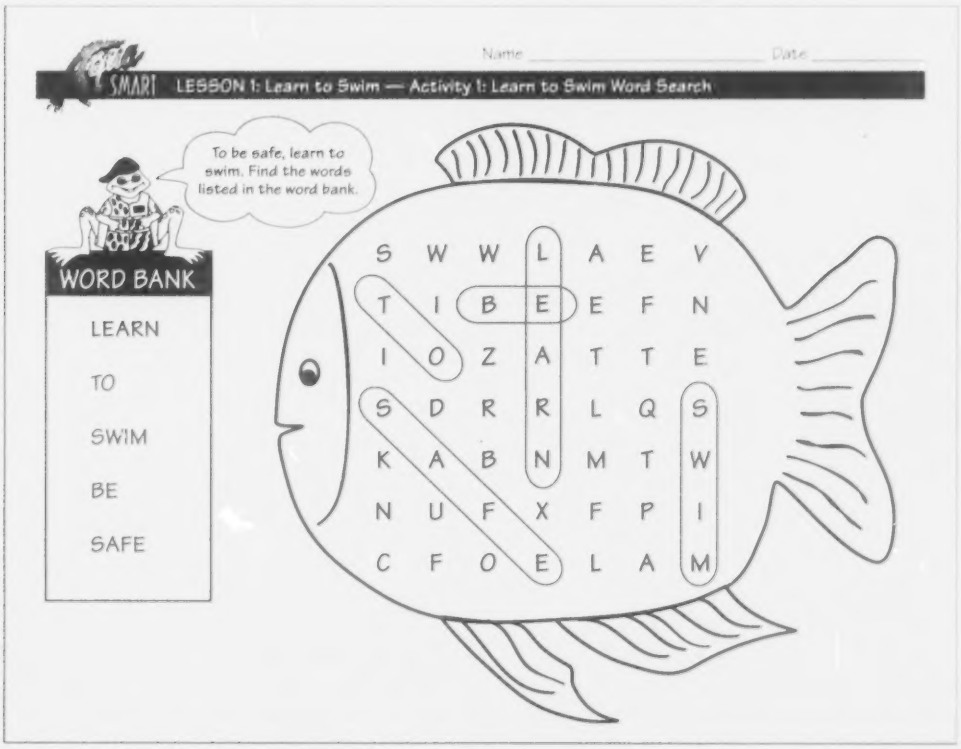
Ask the students to take the directory home, share it with a parent or guardian, ask the adult to sign the form at the bottom of the directory, and return the signed form to class. Remind the students to keep the Learn to Swim Directory in the telephone book for future reference.

VOCABULARY BUILDER: **panic** **directory** **responsible** **reference** **dangerous** **organizations**

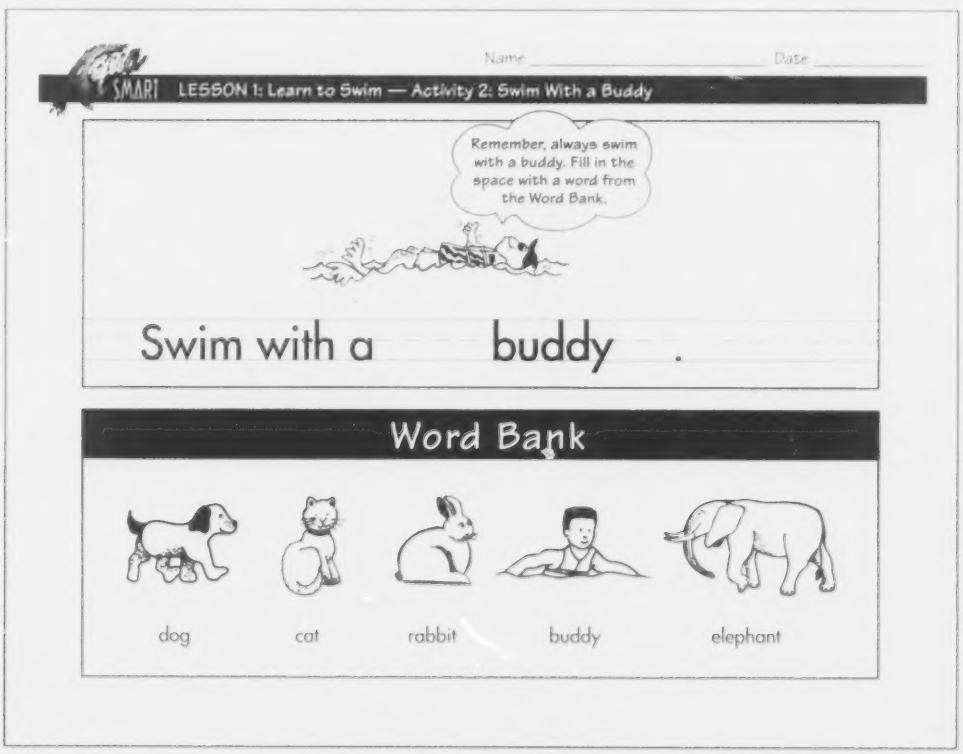
AquaFACTS:

- Everyone can learn to swim.
- Learning to swim can save your life
- AquaSMART swimmers swim with an adult, or an older, responsible buddy.

ACTIVITY INSTRUCTIONS: Lesson 1, Activity 1 — Learn to Swim Word Search
Read Splasher's comments to the class. Have the students find the words in the fish that are in the "Word Bank." Show the class an example.


Name
Date
SMART
LESSON 1: Learn to Swim — Activity 1: Learn to Swim Word Search
To be safe, learn to swim. Find the words listed in the word bank.
WORD BANK
LEARN
TO
SWIM
BE
SAFE
S W W L A E V
T I B E E F N
I O Z A T T E
S D R R L Q S
K A B N M T W
N U F X F P I
C F O E L A M

ACTIVITY INSTRUCTIONS: Lesson 1, Activity 2 — Swim With a Buddy
Read Splasher's comments. Read the sentence to the students. Have the students find the correct picture and word. Have them complete the sentence.



Activity Instructions: Lesson 1, Activity 3 — Learn to Swim Directory
Write the correct telephone numbers on the board. Have the students fill in the numbers on their directory.

Name _____ Date _____

SMART LESSON 1: Learn to Swim — Activity 3: Learn to Swim Directory

Learn to Swim Directory

City Swimming Program	_____
YMCA	_____
YWCA	_____
American Red Cross	_____
Private Lessons	_____
Swim Club	_____

I have read the Learn to Swim Directory and will put it in the phone book.

_____
Signature of Parent or Guardian

AquaSMART LESSON 1: Learn to Swim

Aqua NET

Dear Parent or Guardian:

Today, the students learned that they need to learn how to swim to be safe in the water. The reason is that water can be fun, but it can be dangerous also. The lesson teaches students that:

- Everyone can learn to swim.
- Knowing how to swim can save their life.
- AquaSMART swimmers swim with an adult or an older, responsible buddy.

As part of this unit, the students completed a Learn to Swim Directory. The directory lists the organizations that usually give swimming lessons and the telephone numbers of these organizations. If your child has not had swimming lessons, I encourage you to contact one of these organizations and arrange for swimming lessons.

I would like to know if your child shared the directory with you. You can help by signing the bottom of the directory and asking your child to return that portion with your signature to me. Then, please place the directory in your telephone book for future reference.

The new vocabulary in this lesson included six new words. The words are *panic, directory, organizations, reference, responsible* and *dangerous*. You can help your child by asking him or her to use each new word in a sentence.

I have included a list of readings, also. One of the books is in Spanish. Some of these books will be at your local library. If you cannot find any of these books in your library, you might be able to find other books about water fun and safety for your child. Your child will also enjoy helping you look for books at the library.

Grade 1	Alexander, Martha *We Never Get to Do Anything* Dial Press, 1970
Grade 2	Burmingham, John *Mr. Grumpy's Outing* Holt, 1970
Multi-Cultural	Alegria, Frederico *La Ciudad de Arena* Buenos Aires: Ediciones de la Flor, 1974

Sincerely yours,

Teacher

AquaSMART LESSON 2: Wear a Life Jacket

LESSON OBJECTIVE: Wear a properly fitting, U.S. Coast Guard-approved life jacket; it can save your life. This lesson teaches that:

- Texas law requires children under 13 years of age to wear a properly fitted, U.S. Coast Guard-approved life jacket while underway in a boat.
- It is AquaSMART for everyone playing in or near the water to wear a U.S. Coast Guard-approved life jacket.
- It is just as important to wear a life jacket as it is for you to wear a seatbelt or for athletes to wear the right protective equipment.
- Remember, for kids under 13 years, wear a life jacket - it's the law.

1. TOPIC: **Texas law says that all children under 13 years of age must wear a properly fitting U.S. Coast Guard-approved life jacket while underway on a vessel of 26 feet or less. Why?**

- Life jackets can save your life by keeping you afloat until help comes.
- Unless the life jacket is U.S. Coast Guard-approved, you cannot be sure that it will keep you afloat.
- Add a whistle to your life jacket so that you can blow it if you need help.
- If the life jacket does not fit correctly, it may come off in the water.
- Bring a life jacket to class or ask a student to bring one to show to the class.
- Encourage students to share water and boating experiences with the class for "show and tell." These can include pictures of family outings or pictures cut from magazines.
- A take-home exercise: Ask the students to take home the letter about the Texas law and life jackets and ask a family member to read the law. The student and the parent or guardian then sign the form, and the student returns the signed portion of the letter to the classroom.

ACTIVITY 1: **Deliver the Life Jackets.**

2. TOPIC: **Athletes wear proper safety equipment or gear at all times during sporting events. Why?**

- It helps protect the athletes from injury.
- It can save their life.
- It's the rule.

ACTIVITY 2: **The Right Safety Equipment**

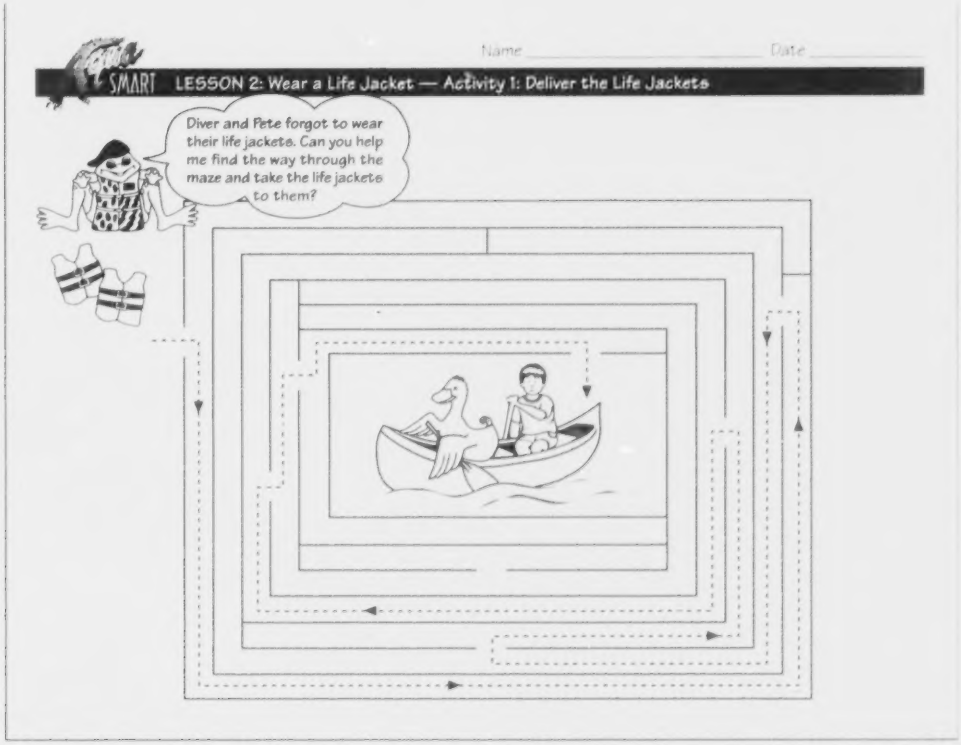
VOCABULARY BUILDER:

law	equipment	events
approved	vessel	protective

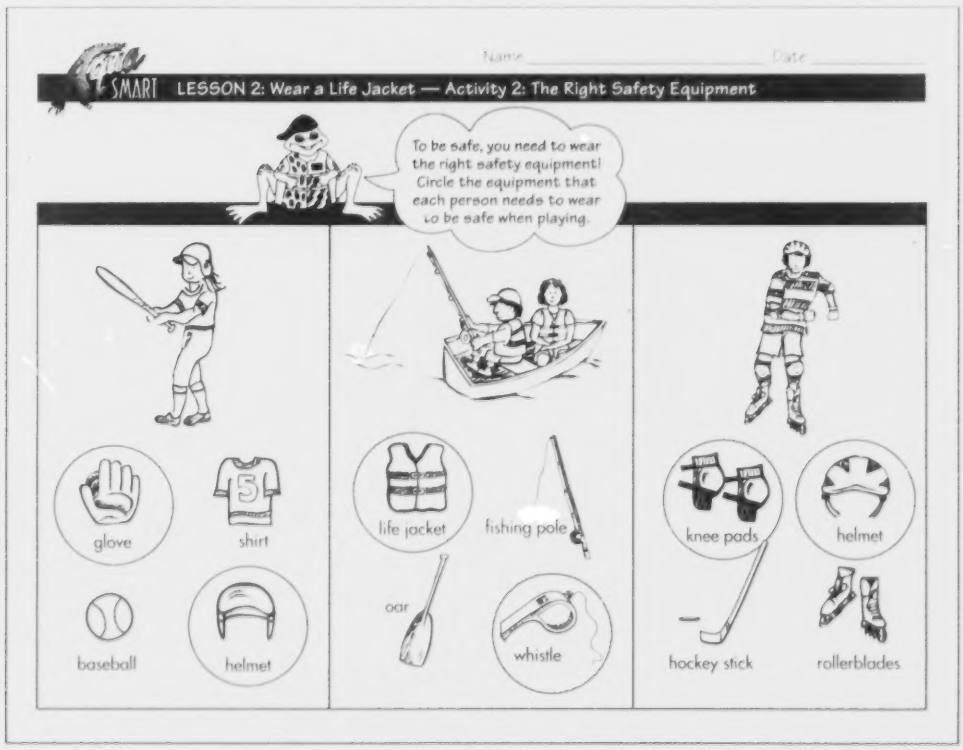
AquaFACTS:

- Texas law says that if you are under 13 years of age, you must wear a U.S. Coast Guard-approved life jacket while you are underway in a boat that is less than 26 feet in length.

ACTIVITY INSTRUCTIONS: Lesson 2, Activity 1 — Deliver the Life Jackets
Read Splasher's comments. Then have the students complete the maze.


Name _____ Date _____
SMART LESSON 2: Wear a Life Jacket — Activity 1: Deliver the Life Jackets
Diver and Pete forgot to wear their life jackets. Can you help me find the way through the maze and take the life jackets to them?

ACTIVITY INSTRUCTIONS: Lesson 2, Activity 2 — The Right Safety Equipment
Read Splasher's comments. Then have the class circle the equipment that keeps each athlete safe.



Aqua SMART LESSON 2: Wear a Life Jacket

Aqua NET

Dear Parent or Guardian:

Today, the class learned that Texas law states that children under 13 years of age must wear a properly fitting U.S. Coast Guard-approved life jacket while in a moving boat. The life jacket should have a whistle attached so that the wearer can call for help, if necessary. I am sending you a copy of the law for you to read. Please sign the bottom portion of the letter and ask your child to return it to the classroom.

Also, the students learned that it makes good sense to wear a life jacket when playing near any water, especially if the current is fast, or the area is not familiar. Wearing a life jacket is the best way to prevent accidents from happening to small children.

The activities for this unit help the students understand that athletes wear the proper safety equipment at all times during sporting events. The reason is that the equipment keeps the athletes safe and helps prevent injuries. For boaters of all ages, a life jacket is the right equipment. You can help your child understand the lesson better if you help them learn the new vocabulary words introduced in this lesson. The words are *law, approved, equipment, vessel, events,* and *protective.*

The literature selections for this unit include one that is very easy to read and another that is a multi-cultural book. Both of these books will provide a unique reading experience for you and your child since one will give your child an opportunity to test his or her reading skills and the other will provide a multi-cultural experience. Both of these experiences are important to your child's education.

Very easy to read	Gomi, Taro *Where's the Fish?* Morrow, 1977
Multi-Cultural	Graham, Lorenz *Song of the Boat* Crowell, 1987
Grade 1	Winch, Gordon *Samantha Seagull's Sandals* Gareth Stevens Publishers, 1980

Please encourage your child to share boating and water experiences with the class. These can include pictures of family outings or pictures cut from magazines. Help your child prepare what he or she is going to tell the class about these experiences.

Sincerely yours,

Teacher

AquaSMART LESSON 2: Take-Home Exercise

Student's Name: _____

Date: _____

Dear Parent or Guardian:

Your child is studying 10 AquaSMART lessons on water and boating safety. This exercise for Lesson 2 requires students to take the exercise home and ask a parent or guardian to read the Texas law about life jackets. After the adult reads the law and discusses it with the student, the student and the parent or guardian then sign the bottom of the letter, and the student returns the signed portion of the letter to the classroom.

Texas Law
Personal Flotation Device (Life Jacket) Required for Children
(Title 4. Water Safety, Chapter 31. Water Safety, Subchapter C, Section 31.066 of the Texas Water Safety Act)

(a) A motorboat must have at least one life preserver, life belt, ring buoy, or other device of the sort prescribed by the regulations of the commandant of the Coast Guard for each person on board, so placed as to be readily accessible.

(b) A motorboat carrying passengers for hire must have a readily accessible life preserver of the sort prescribed by the regulations of the commandant of the Coast Guard for each person on board.

(c) The operator of a class A or class 1 motorboat, while underway, shall require every passenger under 13 years of age to wear a life preserver of the sort prescribed by the regulations of the commandant of the Coast Guard. A life belt or ring buoy does not satisfy this requirement.

Parent/Guardian: It is a good idea for all children to wear a properly fitted, U.S. Coast Guard-approved life jacket whenever they are in a boat, near unknown or dangerous water, or swimming in water ***where there is no lifeguard.***

Student Signature: _____

Parent/Guardian Signature: _____

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Aqua SMART LESSON 3: Learn to Float

LESSON OBJECTIVE: Learn to float; it can save your life. This lesson teaches:

- That everyone should learn to float.
- That everyone should practice floating in a safe place, like a swimming pool, with an adult watching.
- The techniques for floating down river.
- That you should wear a life jacket when playing near any water even if you know how to swim and float.

1. TOPIC: **Everyone should learn to float. Why?**

- Floating can help you rescue yourself.
- Floating keeps your head above water until help comes.
- Floating helps you remain calm.
- Floating gives you time to look around for help.
- Floating helps keep you from getting tired.
- Wearing a life jacket when playing near the water is a good idea even if you know how to swim and float.

ACTIVITY 1: **Surfer's Floating Story**

2. TOPIC: **If an accident happens when playing near or rafting on a river, it is important to learn a special kind of floating technique: float feet first downstream, and get to the side as soon as possible. Why?**

- Protects your head because your feet hit objects first.
- Allows you to use your feet to push away from logs, trees, and rocks so that you do not become trapped.
- Remember, wear a life jacket while playing near the river or any water.
- River water can be cold, and river currents can be dangerous.
- Never stand in river current; you may trap your feet and get hurt.

ACTIVITY 2: **Floating Downstream.**

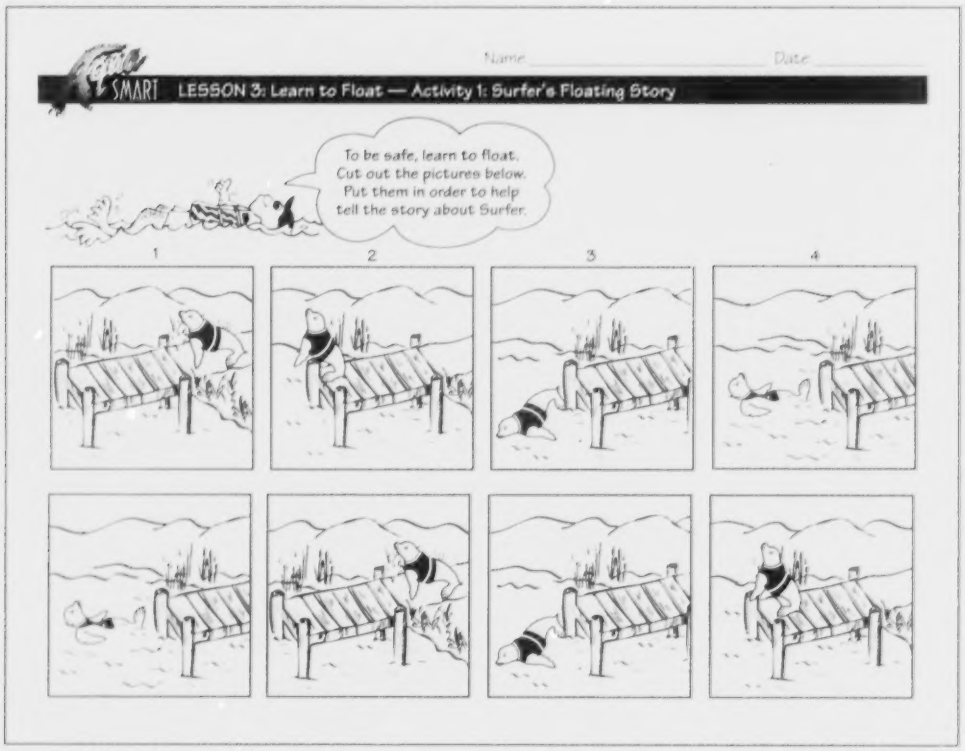
VOCABULARY BUILDER: **downstream** **technique** **calm** **rescue** **currents** **practice**

AquaFACTS:

- Floating can help you rescue yourself.

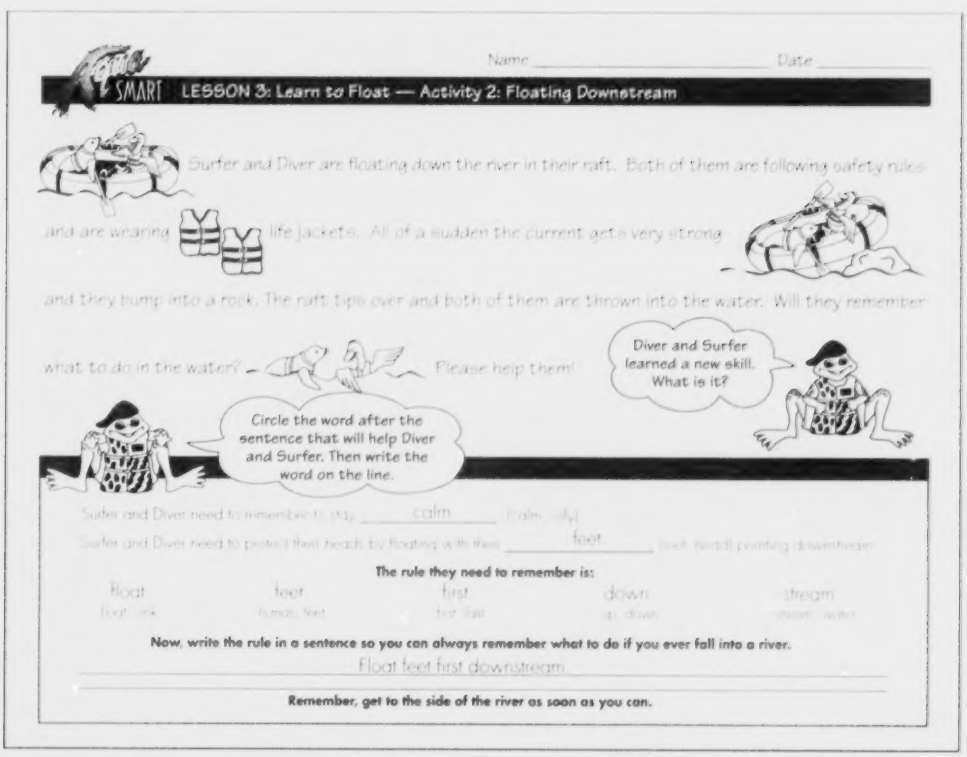
ACTIVITY INSTRUCTIONS: Lesson 3, Activity 1 — Diver's Floating Story

Read Splasher's comment. Then have the class cut out the pictures of Surfer and paste them in sequence in the boxes at the top of the page.


Name _____ Date _____
SMART LESSON 3: Learn to Float — Activity 1: Surfer's Floating Story
To be safe, learn to float. Cut out the pictures below. Put them in order to help tell the story about Surfer.
1
2
3
4

ACTIVITY INSTRUCTIONS: Lesson 3, Activity 2 — Floating Downstream

For nonreaders, have the students help you read the story by identifying the pictures. Older students can complete the exercises.


Name _____ Date _____
SMART LESSON 3: Learn to Float — Activity 2: Floating Downstream
Surfer and Diver are floating down the river in their raft. Both of them are following safety rules and are wearing life jackets. All of a sudden the current gets very strong and they bump into a rock. The raft tips over and both of them are thrown into the water. Will they remember what to do in the water? Please help them!
Diver and Surfer learned a new skill. What is it?
Circle the word after the sentence that will help Diver and Surfer. Then write the word on the line.
Surfer and Diver need to remember to stay _____ (calm, silly).
Surfer and Diver need to protect their heads by floating with their _____ (feet, heads) pointing downstream.
The rule they need to remember is:
float feet first down stream
Now, write the rule in a sentence so you can always remember what to do if you ever fall into a river.
Float feet first downstream
Remember, get to the side of the river as soon as you can.

Aqua SMART LESSON 3: Learn to Float

Aqua NET

Dear Parent or Guardian:

In class, the students discussed another safety skill that is important for all children to learn. The skill is being able to float. The children learned that, if they can float, they can help rescue themselves. They learned:

- That everyone can learn to float.
- To practice floating in a safe place, such as a swimming pool, with an adult watching.
- Special techniques for floating down a river.
- That they should wear a life jacket when playing near the water, even if they know how to swim or float.

The students also learned a special technique for floating down the river. They learned that they should float feet first, downstream. Ask your child to explain why that technique is important. Your child should be able to tell you that the technique allows you to use your feet to push away from logs, trees and rocks as you float downstream. Otherwise, you could become trapped in the water by them.

Please share some of the literature selections and the new vocabulary words with your child. The new words are *downstream, rescue, technique, currents, calm,* and *practice.* Once you have read one of the suggested stories, you can encourage your child to share it with his or her classmates. Be sure to help your child understand the relationship between the books he or she reads and the unit on water and boating safety.

Grade 1	Gray, Catherine D. and Hames *Tammy and the Gigantic Fish* Harper & Row, 1983
Grade 2	Lobel, Arnold *Frog and Toad are Friends* Harper Row, 1970
Grade 2	Dabcovich, Ida *Follow the River* Dutton, 1980

If you go on a vacation where there is water, have your child practice swimming and floating. Take time to help your child improve these skills. Require your child to wear a life jacket if you go boating, and set a good example by wearing one yourself while the boat is underway.

Sincerely yours,

Teacher

Lesson Notes

Aqua SMART LESSON 4: Reach, Throw, or Row

LESSON OBJECTIVE: Learn how to rescue someone else. This lesson teaches students:

- There are safety rules for saving someone else.
- The three rescue techniques: Reach, Throw, or Row.
- The right way to Reach, Throw, or Row.

1. TOPIC: **Everyone should learn how to rescue someone else. Why?**

- Accidents happen at the pool, lake, river, and ocean. It is best to be prepared.
- The three ways to rescue someone are to Reach, Throw or Row. (***NEVER*** jump into the water to save someone.)
- First Reach for the person. Be sure to hold onto someone, or something stable while you are reaching. ***DO NOT*** lean over the water while you are trying to save someone.
- If you can't Reach the person, Throw out something that will float, something the person can hold onto that will help him/her stay afloat until help comes.
- If you can't Reach, or Throw, find an adult who can Row out to the person. A large inner tube, an air mattress, surfboard, or raft are examples of what to Row.
- If you can't Reach, Throw, or find an adult to Row, go call 9-1-1 to get help.

ACTIVITY 1: **Find the Safety Helpers.**

2. TOPIC: **Be sure to use the right helpers when you Reach, Throw or find an adult to Row. Some examples are:**

- ***Reach:*** your hand, a pole, a stick, a rope, or board.
- ***Throw:*** a life preserver, ice chest, inner tube, or beach ball.
- ***Row:*** a strong air mattress, row boat, inner tube, or raft (an adult or older person).

ACTIVITY 2: **Fill in the Blanks**

VOCABULARY BUILDER:

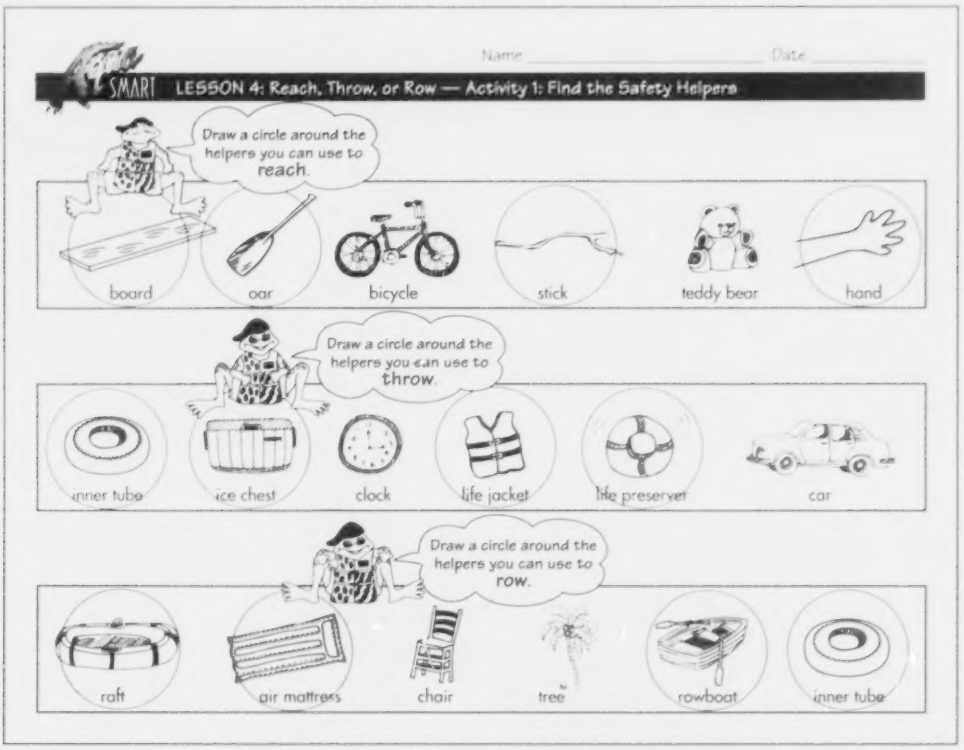
afloat	accidents	stable
prepared	life preserver	dial 9-1-1

AquaFACTS:

- You can rescue someone.
- It is important to use the right kind of helpers to save someone.
- Never jump into the water to save someone. Instead, get an adult or dial 9-1-1.

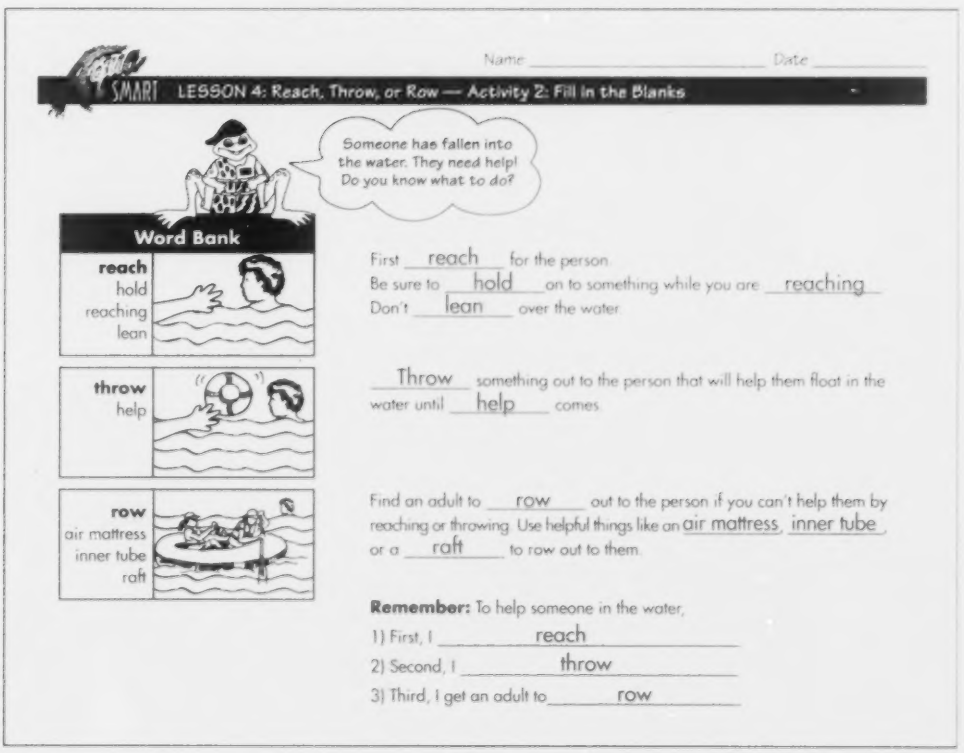
ACTIVITY INSTRUCTIONS: Lesson 4, Activity 1 — Find the Safety Helpers

Have the students circle the helpers for Reach, Throw, and Row.



ACTIVITY INSTRUCTIONS: Lesson 4, Activity 2 — Fill in the Blanks

Show the students the "Word Bank." Read the words. Then have the students fill in the blanks in the sentences.


Name _____ Date _____
SMART LESSON 4: Reach, Throw, or Row — Activity 2: Fill in the Blanks
Someone has fallen into the water. They need help! Do you know what to do?
Word Bank
reach
hold
reaching
lean
throw
help
row
air mattress
inner tube
raft
First reach for the person.
Be sure to hold on to something while you are reaching.
Don't lean over the water.
Throw something out to the person that will help them float in the water until help comes.
Find an adult to row out to the person if you can't help them by reaching or throwing. Use helpful things like an air mattress, inner tube, or a raft to row out to them.
Remember: To help someone in the water,
1) First, I reach
2) Second, I throw
3) Third, I get an adult to row

Aqua SMART LESSON 4: Reach, Throw, or Row

Aqua NET

Dear Parent or Guardian:

In our most recent unit on water and boating safety, the students were taught that they can rescue someone if they use the right kind of safety helpers. They learned three rescue techniques: **Reach, Throw, or** find an adult to **Row.**

Reach: To ***Reach*** someone, use these kinds of helpers: your hand, a pole, a stick, a rope, or a board. Be sure to hold onto someone or something stable while you are reaching.

Make sure that you are seated securely or holding onto something when you reach for someone in the water. Never lean over the water.

Throw: If you cannot ***Reach*** the person, ***Throw*** something into the water that floats for the person to hold onto. The helpers include a life preserver, an ice chest, an inner tube, or a beach ball.

Row: If you cannot ***Reach*** or ***Throw***, you might have to find an adult to ***Row*** out to the person. The Rowing helpers include a strong air mattress, a row boat, an inner tube, or a raft.

IMPORTANT: **If you cannot Reach, Throw, or find an adult to Row, call 9-1-1 and get help.**

The new words introduced in this lesson are *afloat, prepared, accidents, life preserver, stable,* and *dial 9-1-1.* Help your child practice these words. Be sure to tell your child that 9-1-1 should be dialed ***only*** in an emergency.

The literature selections include a multi-cultural book and another one that is very easy to read. If your child wishes, he or she can practice the very easy-to-read book and share the book with the class.

Very easy to read	Wolcott, Patty *Pirates, Pirates Over the Salt, Salt Sea* Addison-Wesley, 1981
Grade 1	Donanska, Janina *I Saw A Ship A'Sailing* MacMillan, 1972
Multi-Cultural	Benet, Amelia *Silvia y Miguel en Verano* Barcelona: Junvendad, 1970

Sincerely yours,

Teacher

Lesson Notes

Aqua SMART LESSON 5: Look Before You Leap

LESSON OBJECTIVE: Know what is in the water; there are dangers.
This lesson:

- Develops an awareness of the dangers of unknown water.
- Teaches that canals are not for swimming.
- Teaches students to look for signs and to obey them.

1. TOPIC: **Never jump into or enter unknown water or waterways that are dangerous. Why?**

- There may be unseen rocks, logs, garbage, or other hidden things that could injure you.
- The water could be polluted.
- The water may be deeper or more shallow than you think.
- The water in a canal or bayou is flowing swifter than you think, and the sides of the canal are so steep and slippery that you may not be able to climb out after you enter the water. ***Never swim in a canal or bayou.***
- Swim in an area marked for swimming and make sure a responsible adult or lifeguard is nearby.

ACTIVITY 1: **Find the Safe Swimming Areas.**

2. TOPIC: **It is important to follow signs. Why?**

- Signs are for our protection.
- Signs warn us of danger.
- Signs tell us where and how to get help.

ACTIVITY 2: **Follow the Signs.**

VOCABULARY BUILDER:

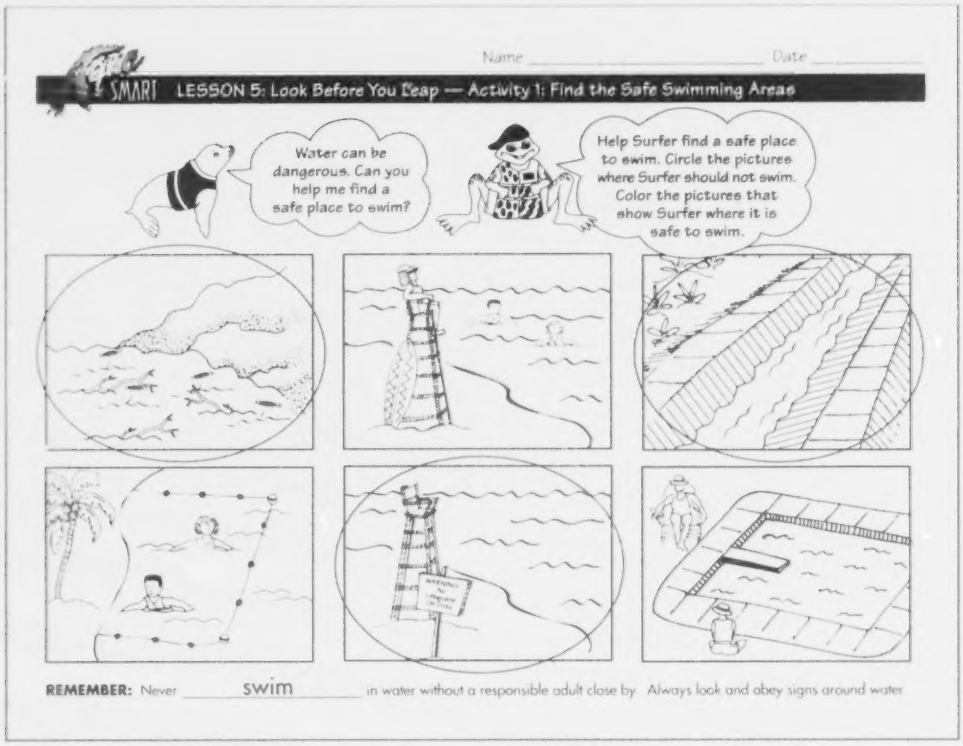
shallow	**unknown**	**waterways**
lifeguard	**polluted**	**trash/garbage**

AquaFACTS:

- Never swim in a canal or bayou.
- Look for dangers before you enter the water.
- Signs can be friendly helpers.
- Signs and flags that tell you where it is safe to swim.

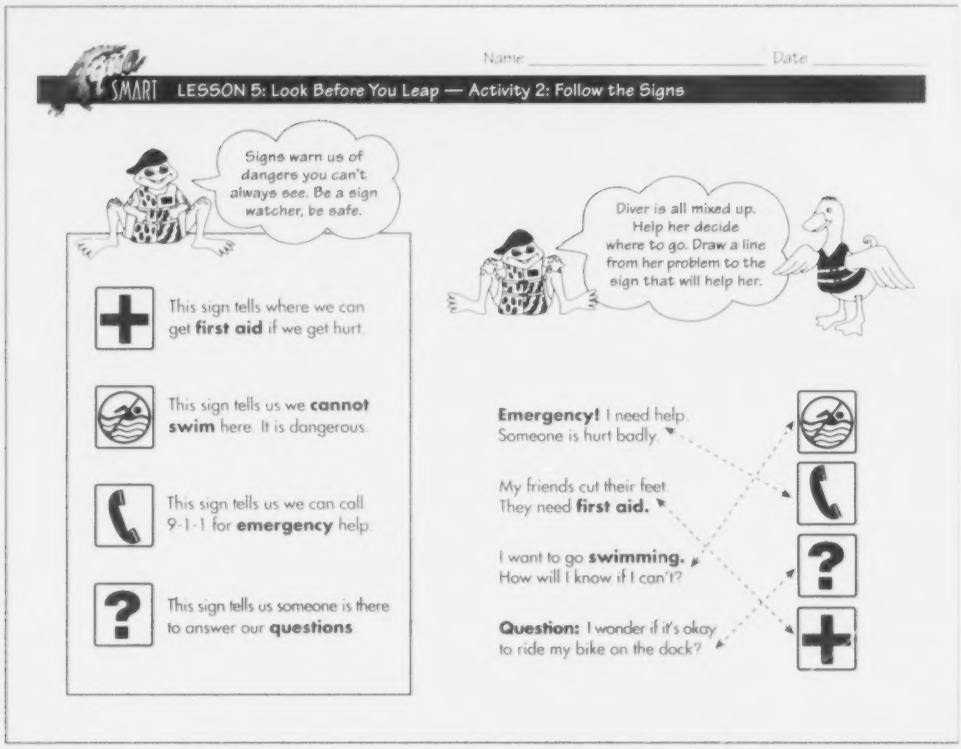
ACTIVITY INSTRUCTIONS: Lesson 5, Activity 1 — Find the Safe Swimming Areas

Have the students circle the pictures that show Surfer a safe place to swim.


Name _____ Date _____
SMART LESSON 5: Look Before You Leap — Activity 1: Find the Safe Swimming Areas
Water can be dangerous. Can you help me find a safe place to swim?
Help Surfer find a safe place to swim. Circle the pictures where Surfer should not swim. Color the pictures that show Surfer where it is safe to swim.
REMEMBER: Never swim in water without a responsible adult close by. Always look and obey signs around water.

ACTIVITY INSTRUCTIONS: Lesson 5, Activity 2 — Follow the Signs

Read Splasher's comments. Then point out the signs and read the definition. Then read Splasher's next comments. Have the students draw a line from the problem to the correct sign.


Name _____ Date _____
SMART LESSON 5: Look Before You Leap — Activity 2: Follow the Signs
Signs warn us of dangers you can't always see. Be a sign watcher, be safe.
This sign tells where we can get **first aid** if we get hurt.
This sign tells us we **cannot swim** here. It is dangerous.
This sign tells us we can call 9-1-1 for **emergency** help.
This sign tells us someone is there to answer our **questions**.
Diver is all mixed up. Help her decide where to go. Draw a line from her problem to the sign that will help her.
Emergency! I need help. Someone is hurt badly.
My friends cut their feet. They need **first aid.**
I want to go **swimming.** How will I know if I can't?
Question: I wonder if it's okay to ride my bike on the dock?

SMART LESSON 5: Look Before You Leap

Aqua NET

Dear Parent or Guardian:

Many children in our state live near waterways or visit waterways without being warned about the dangers that unfamiliar bodies of water present. All too often, children jump into the water without thinking about hidden dangers. This lesson teaches the students to "look before you leap." The children learned that:

- They should ***never*** swim in a canal, bayou, or unknown waters.
- They should look for dangers before they enter the water.
- Signs can be friendly helpers because they can warn us of danger.

You can help your child remember what he or she learned in this lesson by reviewing the unit's activities. Have your child explain to you what he or she learned in class. Ask your child to describe some of the hidden dangers that might be in unfamiliar water. And, remind your child that he or she should never swim in a canal or bayou.

The following list gives you the literature selections for this lesson:

Grade 1	Livonni, Leo *It's Mine* Knopf, 1986
Grade 2	Burmingham, John *Come Away From the Water, Shirley* Cowell, 1977
Grade 2	Wood, Audrey *King Bidgood's in the Bathtub* Harcourt, 1985

Your child will enjoy these and other books about water and boating safety. And, your child will be safer if he or she learns to look before leaping. This is especially important because, as children grow up, they often dare each other to jump into unknown waters.

Encourage your child to learn the new words in this lesson. The new words are *pollute, lifeguard, unknown, waterways, shallow,* and *trash/garbage.*

Sincerely yours,

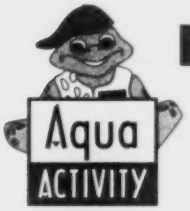
Teacher

Lesson Notes

SMART LESSON 6: Don't Overload Your Boat

LESSON OBJECTIVE: *Overloading your boat is dangerous. This lesson:*

- Teaches students that small boats can be unstable.
- Warns students that an overloaded or unbalanced boat can turn over or capsize, even when there is no wind or rough water.
- Teaches the concept of balance and counterbalance.



1. TOPIC: *Limit the number of people on your boat to the number of passengers recommended on the boat's capacity plate. All people on a small boat should remain seated. If you are helping someone who is in the water to get into the boat, help the person at the back of the boat with the boat's motor turned off. Why?*

- If too many people are in a boat, the boat may turn over.
- If you stand up in a boat, you may fall over the side or turn over the boat (capsize).
- If you lean out too far to help someone get into a small boat at the ***side*** of the boat, the boat may turn over. If you help someone into the boat at the ***back*** of the boat, be sure the boat's motor is turned off.
- Go boating with an adult, or older responsible buddy and wear a properly fitting U.S. Coast Guard-approved life jacket.

ACTIVITY: *Safe Boats.*

2. TOPIC: *While in a boat, remember balance and counterbalance. How?*

- Balance means placing passengers and the gear in the boat evenly so the boat rides evenly in the water.
- Counterbalance means shifting the weight to keep balance so the boat will not turn over.
- Go boating with an adult or a responsible older person.

ACTIVITY 2: *Balance the Boat.*

VOCABULARY BUILDER: *overload* *limit* *balance* *counterbalance* *shifting* *recommend*

AquaFACTS:

- All boats are unstable, even big ones.
- The boat's capacity plate recommends the right number of passengers and total weight that can be safely carried.

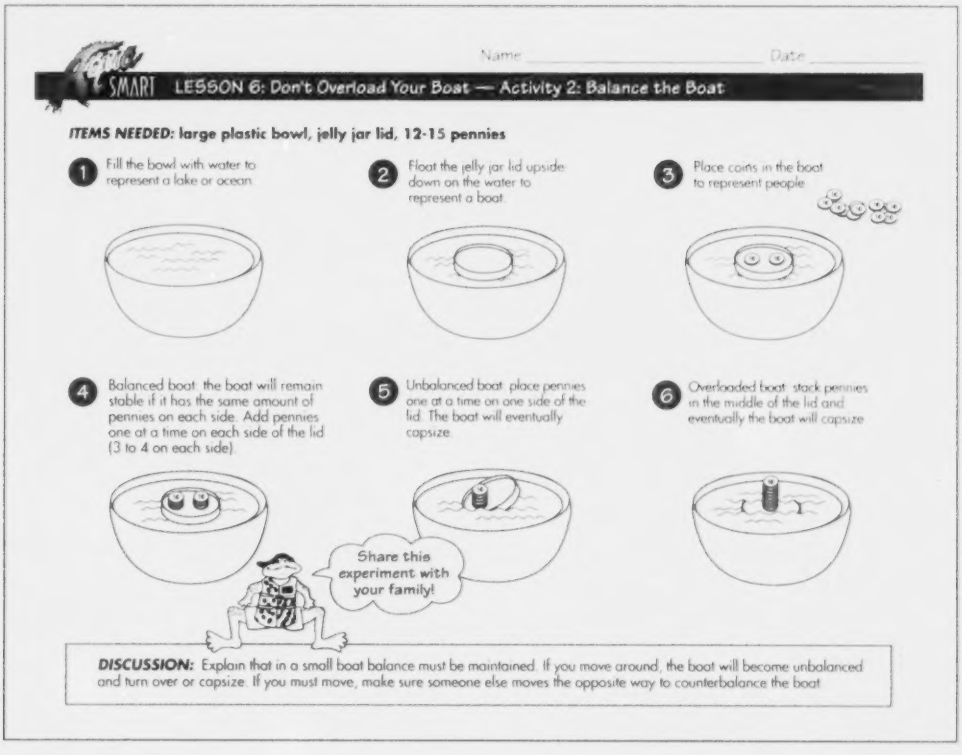
ACTIVITY INSTRUCTIONS: Lesson 6, Activity 1 — Safe Boats

Have the students look at each picture. If the people are safe, have the students circle the happy face. If the people are not safe, they should circle the sad face.

Name _____ Date _____
SMART LESSON 6: Don't Overload Your Boat — Activity 1: Safe Boats
Help me find the pictures with safe boats!
Look at each picture.
If the people are safe, circle the happy face.
If the people are not safe, circle the sad face.
safe unsafe
safe unsafe
safe unsafe
safe unsafe
safe unsafe

ACTIVITY INSTRUCTIONS: Lesson 6, Activity 2 — Balance the Boat

Instructions for this experiment are given on the activity sheet.


Name _____ Date _____
SMART LESSON 6: Don't Overload Your Boat — Activity 2: Balance the Boat
ITEMS NEEDED: large plastic bowl, jelly jar lid, 12-15 pennies
1 Fill the bowl with water to represent a lake or ocean.
2 Float the jelly jar lid upside down on the water to represent a boat.
3 Place coins in the boat to represent people.
4 Balanced boat: the boat will remain stable if it has the same amount of pennies on each side. Add pennies one at a time on each side of the lid (3 to 4 on each side).
5 Unbalanced boat: place pennies one at a time on one side of the lid. The boat will eventually capsize.
6 Overloaded boat: stack pennies in the middle of the lid and eventually the boat will capsize.
Share this experiment with your family!
DISCUSSION: Explain that in a small boat balance must be maintained. If you move around, the boat will become unbalanced and turn over or capsize. If you must move, make sure someone else moves the opposite way to counterbalance the boat.

Aqua SMART LESSON 6: Don't Overload Your Boat

Aqua NET

Dear Parent or Guardian:

This lesson teaches the students that overloading a boat is dangerous. The students learned that small boats can be unstable and that an overloaded or unbalanced boat can turn over or capsize, even if there is no wind or rough water. Also, the students learned the concept of balance and counterbalance. Balance means distributing the weight of boaters and equipment evenly, and counterbalance means shifting weight to keep the boat balanced. Finally, the students were reminded that they should always go boating with an adult or an older, responsible buddy.

All motor boats under 20 feet have a capacity plate. The capacity plate recommends the right number of passengers and the right amount of weight for the boat. If you go boating with your children, you can show them the capacity plate and remind them of this boating safety lesson.

The new words in this lesson are *balance, counterbalance, overload, limit, shifting,* and *recommend.* Use these words as you talk over the lesson with your child.

The literature selections include an easy-to-read book and a multi-cultural book. Have your child read the easy-to-read book to you. If your child cannot read yet, have him or her look at the pictures and repeat the story to you.

Grades K-2	Evans, David and Claudette Williams *Water and Floating* Dorling Kindersley, 1993
Easy to read	Crews, Donald *Harbor* Greenwillow Press, 1982
Multi-Cultural	Capdevila *Teo en Barco* Barcelona: Editorial Timum Mas, 1977

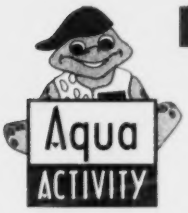
Sincerely yours,

Teacher

AquaSMART LESSON 7: Stay With Your Boat

LESSON OBJECTIVE: Stay with your boat if it turns over or capsizes.
This lesson teaches students to:

- Always stay with the overturned or capsized boat.
- If you turn over or capsize, climb as high out of the water as possible.
- Look for nearby sources of help.



1. TOPIC: **Even in calm weather, boats can capsize or turn over. If the boat turns over, stay with the boat and try to climb onto the boat as high out of the water as possible. Why?**

- It is easier for rescuers to see an overturned or capsized boat than a person alone in the water.
- Even on warm days, the water can be cold. Climb out of the water onto the boat to keep from getting too cold.
- Be prepared; wear your properly fitting U.S. Coast Guard-approved life jacket with a whistle attached.

ACTIVITY 1: **Diver and Surfer's Adventure.**

2. TOPIC: **If your boat turns over, look for help. How?**

- Blow the whistle on your life jacket to call for help.
- Remain calm, look around, and listen for help. If you struggle in the water or yell, you won't be able to see or hear someone who can help.
- First, look for floating objects that you can hold onto. These can be the boat, the boat oars, an ice chest, floating boards or logs, or anything that floats and is large enough to hold your weight.
- Then, look for other boaters.
- If other boaters are close enough to hear and see you, blow your whistle and wave your arms for help.
- If other boaters are not close, blow your whistle but do not waste your energy by yelling or waving your arms.
- Remember, wear a properly fitting U.S. Coast Guard-approved life jacket and go boating with an adult or an older, responsible buddy.

ACTIVITY 2: **If Your Boat Turns Over.**

VOCABULARY BUILDER:

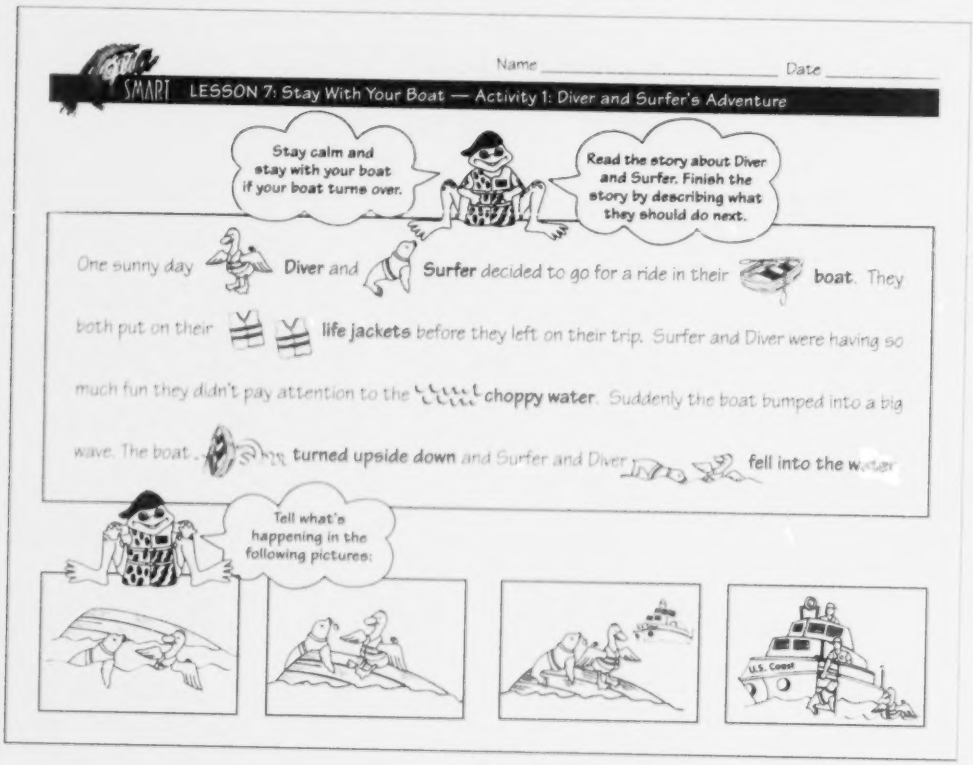
boat oars	*rescuer*	*capsized*
overturned	*struggle*	*whistle*

AquaFACTS:

- Boats capsize or turn over, even when boaters are careful.
- If your boat turns over, stay with your boat.
- If your boat turns over, first look for anything that floats.

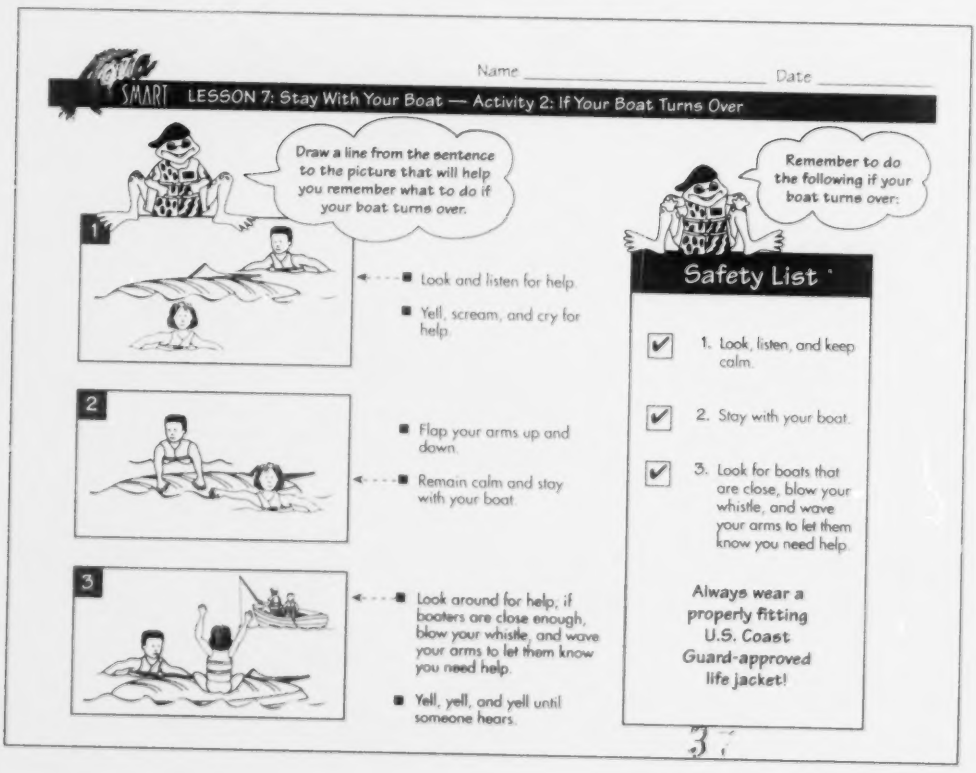
ACTIVITY INSTRUCTIONS: Lesson 7, Activity 1 — Diver and Surfer's Adventure

For older students have them read the story about Diver and Surfer. Ask the students to finish the story. For younger students, have them look at the pictures at the bottom of the page and tell the story.


Name _____ Date _____
SMART LESSON 7: Stay With Your Boat — Activity 1: Diver and Surfer's Adventure
Stay calm and stay with your boat if your boat turns over.
Read the story about Diver and Surfer. Finish the story by describing what they should do next.
One sunny day Diver and Surfer decided to go for a ride in their boat. They both put on their life jackets before they left on their trip. Surfer and Diver were having so much fun they didn't pay attention to the choppy water. Suddenly the boat bumped into a big wave. The boat turned upside down and Surfer and Diver fell into the water.
Tell what's happening in the following pictures:
U.S. Coast

ACTIVITY INSTRUCTIONS: Lesson 7, Activity 2 — If Your Boat Turns Over

Have the students look at the picture. Read the sentences and have the students draw a line from the correct sentence to the picture. Older students can read the study list.


Name _____ Date _____
SMART LESSON 7: Stay With Your Boat — Activity 2: If Your Boat Turns Over
Draw a line from the sentence to the picture that will help you remember what to do if your boat turns over.
1
2
3
Look and listen for help.
Yell, scream, and cry for help.
Flap your arms up and down.
Remain calm and stay with your boat.
Look around for help; if boaters are close enough, blow your whistle, and wave your arms to let them know you need help.
Yell, yell, and yell until someone hears.
Remember to do the following if your boat turns over:
Safety List
1. Look, listen, and keep calm.
2. Stay with your boat.
3. Look for boats that are close, blow your whistle, and wave your arms to let them know you need help.
Always wear a properly fitting U.S. Coast Guard-approved life jacket!

SMART LESSON 7: Stay With Your Boat

Aqua NET

Dear Parent or Guardian:

In this lesson, the students learned that, even in calm water, boats can capsize or turn over. They learned that, if the boat turns over, they should stay with the boat and try to climb as high out of the water as possible. If the boat is too far away to reach, the students learned that they should look for and hold onto anything that floats. The reasons for these rules are:

- It is easier for rescuers to see a capsized or overturned boat than a person alone in the water.
- Even on warm days, the water can be cold. Climbing out of the water helps you keep warm.
- Boaters should be prepared; they should wear their U.S. Coast Guard-approved properly fitting life jacket with a whistle attached.

Also, the students learned that they should conserve their energy while waiting for help. To conserve their energy, they should not yell for help or wave their arms unless they are sure the person or boat is close enough to hear them. And, they should use the whistle on their life jacket instead of yelling.

Review the lesson with your child by reviewing the new words. The new words are *overturned, boat oars, struggle, rescuers, whistle, capsized,* and *overturned.*

The children are encouraged to participate in reading activities outside of class. Reading to your child helps improve the child's reading readiness and reading skills. The following children's literature selections are suggested. One of the readings is authored by Langston Hughes, a famous African-American author. If you cannot find these books at your local library, have your child help you search for similar books.

Grades K-2	Carratello, Patty *My Old Gold Boat* Teacher Creative Material, 1988
Grade 2	Murez, Diane *A Day with Captain Betty* MacMillan, 1993
Multi-Cultural	Contemps, Arna and Langston Hughes *Popo and Fifina* Macmillan, 1932

Sincerely yours,

Teacher

SMART LESSON 8: Learn the Boating Rules of the Road

LESSON OBJECTIVE: Learn the boating rules of the road; they help keep you and others safe. This lesson teaches:

- The boating rules of the road.
- That being courteous is always the rule.

1. TOPIC: **Learn the boating rules of the road. What are the rules?**

- There are rules for operating a boat just as there are rules for driving a car.
- You must be a certain age or pass an approved boater education course to operate a motorboat in Texas. It's the law.
- Always wear a properly fitting, U.S. Coast Guard-approved life jacket.
- Any fire or smoking near boat fuel, motor or gasoline pumps is dangerous.
- These signs help make boating safe:
  - Speed limit signs.
  - Buoys (floating objects, often with a bell or light) that mark the boating channels.
  - Markers that warn of shallow water.
  - Flags or radio broadcasts that report the weather.

ACTIVITY 1: **Diver and Surfer Learn the Rules.**

2. TOPIC: **Courtesy is always a boating rule. How can boaters be courteous?**

- Do not come close to, or enter, a swimming area with a boat.
- Stay away from water-skiers, fishermen and swimmers.
- Be prepared before you reach the boat ramp where boaters are entering or exiting the water.
- Do not spray people on the dock or in other boats with boat or water-ski wake (waves made by a passing boat or water-skier).
- Operate the boat away from shore and homes; the noise may bother the neighbors, especially personal watercraft or "jet skis."

ACTIVITY 2: **Courtesy is the rule.**

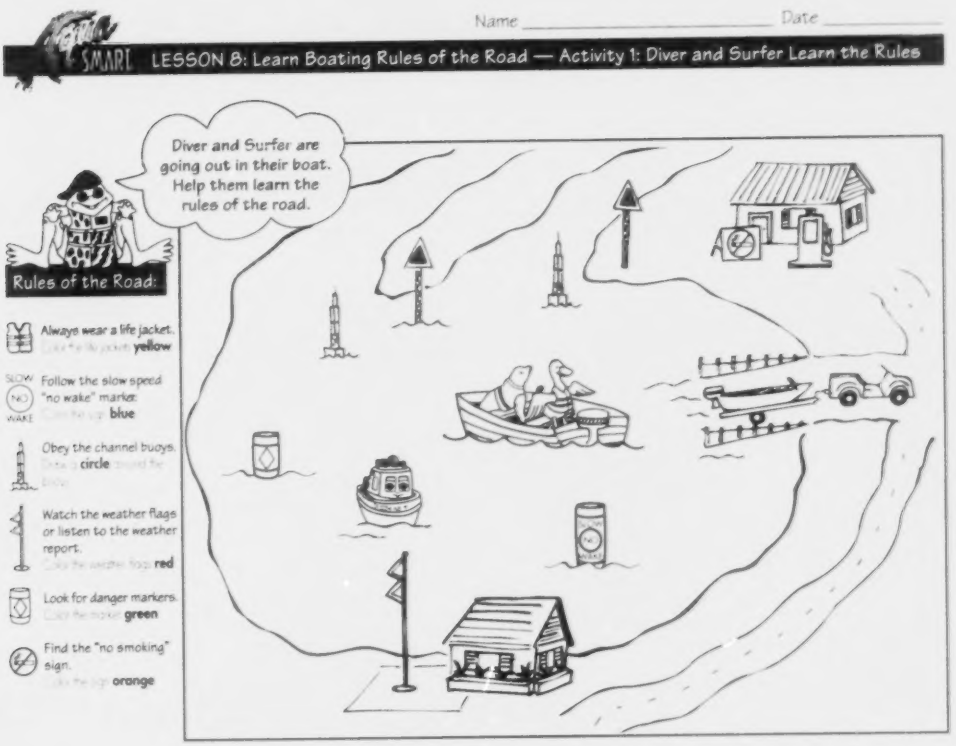
VOCABULARY BUILDER:

buoys	ramp	courtesy
dock	markers	radio broadcasts

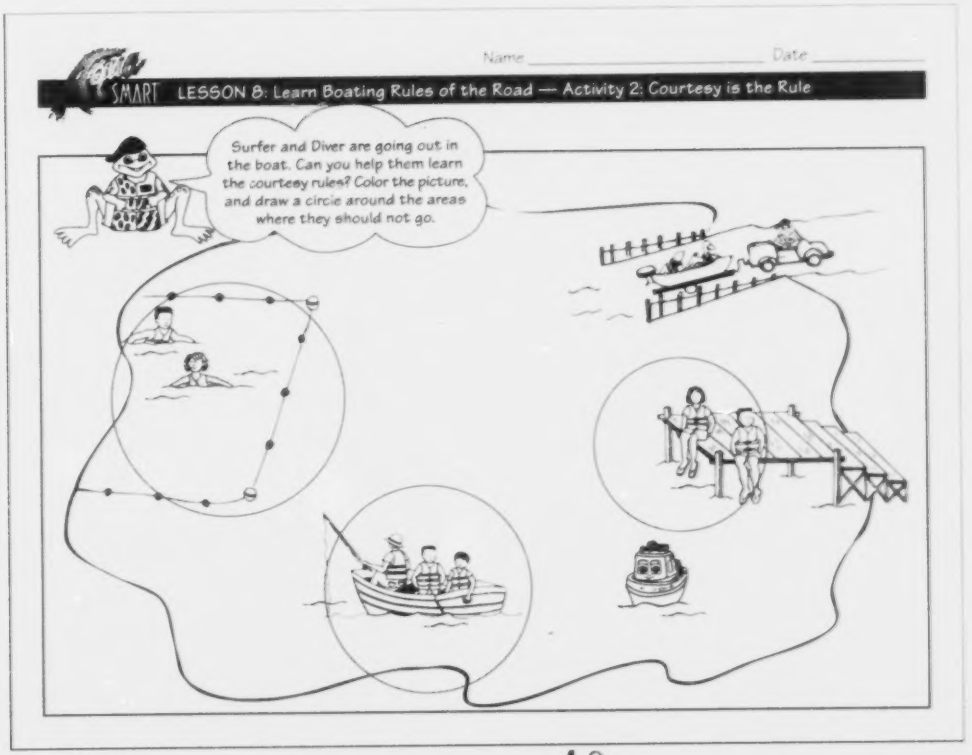
AquaFACTS:

- Most boating accidents involve collisions between two boats or a boat and a fixed object.
- Most boating-related deaths occur among boaters riding in small open boats.

ACTIVITY INSTRUCTIONS: Lesson 8, Activity 1 — Diver and Surfer Learn the Rules
Read Splasher's comments. Then ask the students to find the safety symbols and color them. Go through the list. Older students can match the symbol with the word for suggested colors.


Name _____ Date _____
SMART
LESSON 8: Learn Boating Rules of the Road — Activity 1: Diver and Surfer Learn the Rules
Diver and Surfer are going out in their boat. Help them learn the rules of the road.
Rules of the Road:
Always wear a life jacket. Color the life jackets yellow
Follow the slow speed "no wake" marker. Color the sign blue
Obey the channel buoys. Circle the buoys
Watch the weather flags or listen to the weather report. Color the weather flags red
Look for danger markers. Color the markers green
Find the "no smoking" sign. Color the sign orange

ACTIVITY INSTRUCTIONS: Lesson 8, Activity 2 — Courtesy is the Rule
Read Splasher's comments. Then have the students circle the areas where Surfer and Diver should not take their boat.


Name _____ Date _____
SMART
LESSON 8: Learn Boating Rules of the Road — Activity 2: Courtesy is the Rule
Surfer and Diver are going out in the boat. Can you help them learn the courtesy rules? Color the picture, and draw a circle around the areas where they should not go.

SMART LESSON 8: Learn the Boating Rules of the Road

Aqua NET

Dear Parent or Guardian:

In Lesson 8 on water and boating safety, the class was introduced to the boating rules of the road. The students learned that there are rules for operating a boat that are similar to the rules for driving a car. They also learned that being courteous is always the rule on any waterway.

Boating accidents kill many boaters each year. Most boating accidents involve collisions between two boats or a boat and a fixed object, and most boating-related deaths occur among boaters riding in small open motorboats. You can keep your child safe by obeying the boating rules of the road and by reminding your child of the following:

- A person must be a certain age or successfully pass an approved boater education course to operate a motorboat in Texas.
- Following the signs helps make boating safe. These signs include no wake signs, buoys (floating objects often with a bell or light) that mark the boating channels, markers that warn of shallow water and flags that report the weather. Also, it is a good idea to listen to the weather broadcast on the radio.
- You may obtain a copy of the boating laws from your boat dealer or local Texas Parks and Wildlife office.

If you go boating with your child, have him or her point out the signs about boating safety. If you do not go boating, go over the new words in this lesson. The new words are *buoy, markers, radio broadcasts, courtesy, ramp*, and *dock*. You can help your child remember this important lesson.

Courtesy is always a boating rule. Go over these rules with your child. Remind him or her that people should **never**:

- Operate boats close to, or enter, a swimming area.
- Operate boats close to water-skiers, fishermen, or swimmers.
- Block ramps where boats enter or leave the water.
- Spray others in boats or on the dock with waves made by the passing boat or water-skier.
- Race the motor near houses; the noise bothers the residents.

The law permits children to operate a motor boat at a very young age, so it is never too soon for them to learn the boating rules of the road. You should always wear a U.S. Coast Guard-approved properly fitting life jacket. While you are reading books about water activities, it is a good time to remind your child of the boating rules of the road. It is not too early to teach your child the habits that might save his or her life. Drownings account for the greatest number of boating fatalities.

Grades PS-1	Young, Ruth – *Daisy's Taxi* Orchard Books, 1978
Grades PS-2	Moncure, Jane B. – *Nanny Goat's Boat Ride* Child's World, 1987
Grade 2	Lundgren, Barbo – *The Wild Baby Goes to the Sea* Greenwillow, 1983

Sincerely yours,

Teacher

Aqua SMART LESSON 9: Alcohol, Drugs & Boating Don't Mix

LESSON OBJECTIVE: **Don't drink alcohol or use other drugs while boating; you can hurt yourself or someone else. This lesson:**

- Teaches that the laws about drinking and operating boats are similar to the laws about drinking and driving a car.
- Reinforces the slogan, "Say no to alcohol and drugs."

1. TOPIC: **Alcohol, drugs, and boating don't mix. Why?**

- People who drink alcohol or use other drugs and operate a boat can hurt themselves or someone else.
- Boat passengers who drink alcohol or use other drugs can lose their balance and fall out of the boat.
- Noise of the boat engine, heat of the sun, and fatigue, all multiply the negative effects of alcohol.

ACTIVITY 1: **Say No to Alcohol and Other Drugs.**

2. TOPIC: **Boating exposes you to four main problems called stressors. Alcohol or other drug consumption makes the effects of those stressors greater. The stressors interfere with your judgment and make boating dangerous for everyone.**
What are the four main stressors?

- ***Sun:*** Sunburn, overheating, glare on water.
- ***Wind:*** Tired, windburn.
- ***Noise:*** Can't hear other boats or anyone calling for help.
- ***Waves:*** Unstable, loss of balance.

- Time on the water can make you tired.
- Vibration upsets balance and makes you tired.
- People who drink alcohol or use drugs on a boat put themselves in extra danger from the four main stressors.

ACTIVITY 2: **The Four Main Stressors.**

TAKE-HOME EXERCISE: While the students are at school, ask them to cut out the Texas law about alcohol and drugs and the information about the four main stressors. Have the students then paste the cut-out information on stiff paper or cardboard. When this task is completed, ask the students to take the mounted sign home and put it on the refrigerator door.

VOCABULARY BUILDER: **alcohol** **drugs** **passengers** **stressors** **judgment** **vibration**

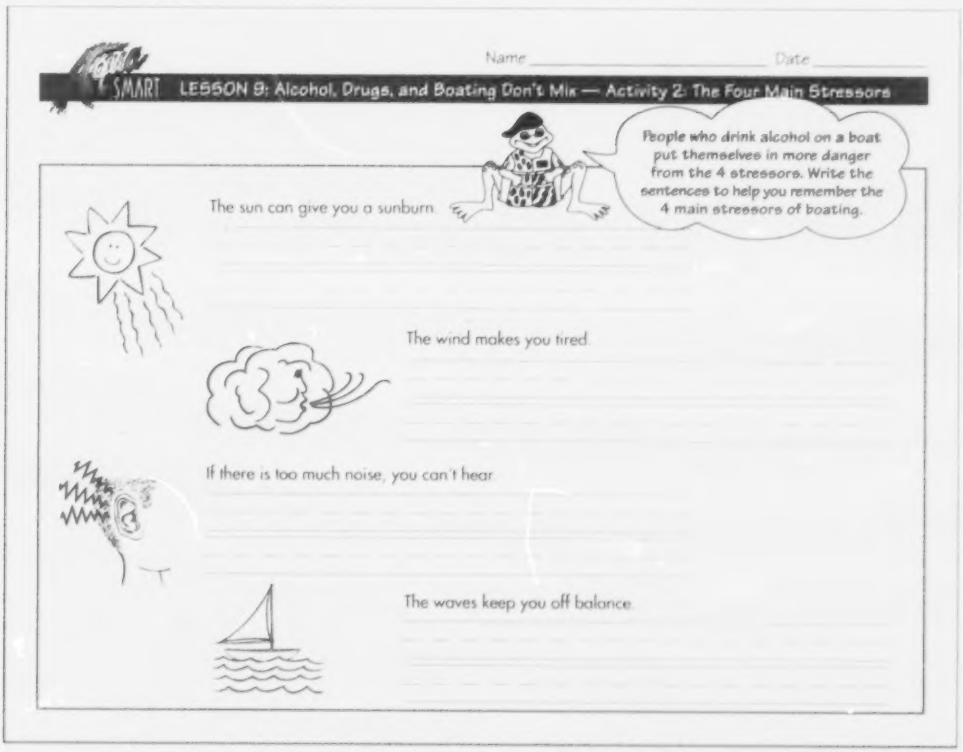
AquaFACTS:

- The law says that operating a boat while under the influence of alcohol or drugs is illegal.
- There is no way to operate a boat safely after drinking alcohol or using drugs.
- Even one drink can make you an unsafe boater.
- Don't forget your sunblock.

ACTIVITY INSTRUCTIONS: Lesson 9, Activity 1 — Say No to Alcohol and Other Drugs
Read Splasher's comments. Then have the students draw a picture that will tell their friends to say no to alcohol and other drugs.

Name _____ Date _____
SMART
LESSON 9: Alcohol, Drugs, and Boating Don't Mix — Activity 1: Say No to Alcohol and Other Drugs
Can you help your friends make the right decisions? Draw a picture to let your friends know that alcohol, drugs and boating don't mix.

ACTIVITY INSTRUCTIONS: Lesson 9, Activity 2 — The Four Main Stressors
Read Splasher's comments. Then have the students copy the sentences after you have read them to the class.


Name _____ Date _____
SMART
LESSON 9: Alcohol, Drugs, and Boating Don't Mix — Activity 2: The Four Main Stressors
People who drink alcohol on a boat put themselves in more danger from the 4 stressors. Write the sentences to help you remember the 4 main stressors of boating.
The sun can give you a sunburn.
The wind makes you tired.
If there is too much noise, you can't hear.
The waves keep you off balance.

SMART LESSON 9: Alcohol, Drugs & Boating Don't Mix

Aqua NET

Dear Parent or Guardian:

In class today, the students were taught that the laws about drinking and operating boats are similar to the laws about drinking and driving a car. They learned that it is unlawful to operate a boat while under the influence of alcohol or other drugs. They were taught that persons who drink or use drugs and operate a boat can hurt themselves or someone else.

The class discussed the four main stressors and the effect that alcohol and other drugs have on those stressors. The four main stressors are ***sun, wind, noise,*** and ***waves***. Even without the presence of alcohol or other drugs, exposure to the four stressors has a negative effect on boaters. While you are boating, the stressors cause the following effects:

Sun: Causes sunburn, overheating, and glare.

Wind: Causes fatigue (feeling tired) and windburn.

Noise: Prevents boaters from hearing other boats or anyone calling for help.

Waves: Make boats unstable and cause boaters to lose their balance.

Drinking alcohol or using drugs makes the effects of the four main stressors more serious and increases the chance of accidents occurring. Drowning is the main cause of boating fatalities.

I am sending you the law about operating a boat while under the influence of alcohol or other drugs. Your child will bring home a copy that can be placed on the refrigerator door. After you read the law, remind your child that the law says that operating a boat while under the influence of alcohol or other drugs is illegal. There is no way to operate a boat safely after drinking alcohol or using other drugs. Even one drink can make a person an unsafe boater.

The students learned some new words in this lesson. They are *alcohol, drugs, passengers, stressors, judgment,* and *vibration*. Help your child expand his or her vocabulary by using the words in your discussion of the lesson.

I am also suggesting some books for you to share with your child. The books marked PS are appropriate for pre-school children.

Grades PS-3	Samton, Sheila W. *Jenny's Journey* Viking Press, 1991
Grades PS-4	O'Hearn, Michael *Hercules and the Harbor Tug* Charlesbridge Publishing, 1994
Grades K-3	Gans, Roma *Water for Dinosaurs and You* Harper Collins, 1973

Sincerely yours,

Teacher

AquaSMART LESSON 9: Take-Home Exercise

Student's Name: _____

Date: _____

Dear Parent or Guardian:

Your child is studying 10 AquaSMART lessons on water and boating safety. Lesson 9 teaches students that laws about drinking or using drugs and operating boats are similar to laws about drinking or using drugs and driving a car. The lesson also reinforces the slogan, "Say no to alcohol and drugs," and introduces the four main stressors that interfere with judgment and make boating dangerous.

This take-home exercise for Lesson 9 requires students, while they are at school, to cut out the Texas law about alcohol and drugs and the information about the four main stressors. Students will then paste the cut-out information on stiff paper or cardboard. When this task is completed, the students will take the mounted sign home and put it on the refrigerator door.

Texas Law About Alcohol and Drugs

If you are convicted of operating a boat under the influence of drugs or alcohol, the court may sentence you to confinement in jail for up to 180 days and/or assess fines of up to $2,000. Another conviction of operating under the influence (vehicle or vessel) could result in fines of up to $4,000, confinement in jail for up to 1 year or both.

The Four Main Stressors

Boating exposes you to four main stressors that interfere with judgment and make boating dangerous for everyone. Drinking alcohol or using other drugs makes the effect of these stressors greater.

The four stressors and their effects on the body include:

Sun: Sunburn, overheating, glare on water.

Wind: Tired, windburn.

Noise: Can't hear other boats or anyone calling for help.

Waves: Unstable, loss of balance.

People who drink alcohol or use other drugs on a boat put themselves and other people in danger.

Alcohol and other drugs don't mix with boating.

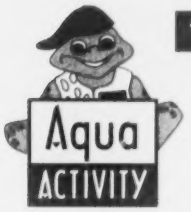
Student Signature: _____

Parent/Guardian Signature: _____

SMART LESSON 10: Be Polite, Don't Pollute

LESSON OBJECTIVE: Clean water is safe water. This lesson:

- Reminds students that every living thing needs clean water.
- Introduces students to the consequences of safe and unsafe disposal of waste.



1. TOPIC: **Be polite, don't pollute. Keep the waterways clean. Why?**

- Clean water is safe water.
- Food scraps and cigarette butts rot, contaminate the water, and poison wildlife.
- Wildlife mistake styrofoam, plastic, and other trash for food.
- Lead sinkers, oil, and gasoline poison plants, animals, and people.
- Fishing line strangles wildlife and can get tangled in boat propellers.
- Plastic six-pack rings hook onto the beaks, necks, and wings of birds, onto the bodies of fish, and onto the noses and necks of small animals killing them.
- Plastic bags float like jellyfish and look like food.
- Using the water for a toilet pollutes the water.

ACTIVITY 1: **Let's Clean the Water**

2. TOPIC: **Texas is not a dumping ground. How can you preserve our waterways?**

- Dispose of waste in the proper place.
- Recycle cans, bottles, paper, and plastic.
- Reuse old fishing line, hooks, and weights.
- Put trash in a trash receptacle.
- Compost food waste, except meat.
- Take your trash home if no proper waste disposal is available.
- Use pumpout stations for boat wastes and sewage.
- Go to the bathroom before you go out boating.

ACTIVITY 2: **Don't Make Texas a Dumping Ground**

VOCABULARY BUILDER:

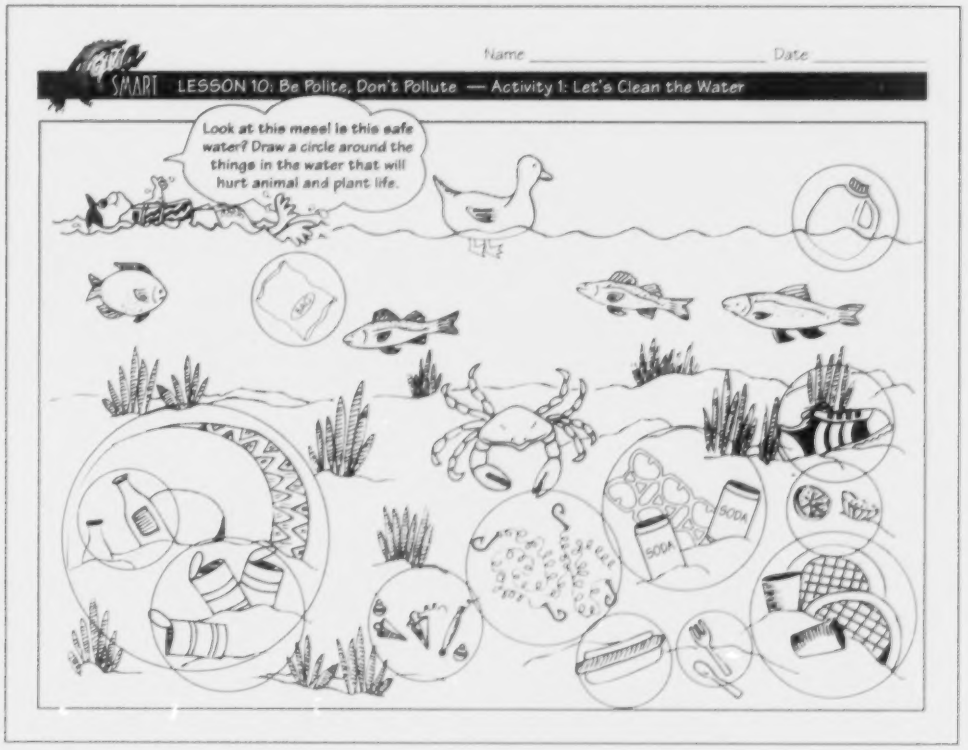
wildlife	**styrofoam**	**trash receptacle**
propellers	**consequences**	**contaminate**

AquaFACTS:

- Federal law prohibits (does not allow) the dumping of plastic, trash, oil, gasoline, and garbage in the navigable waters of the United States or in recreation waters.

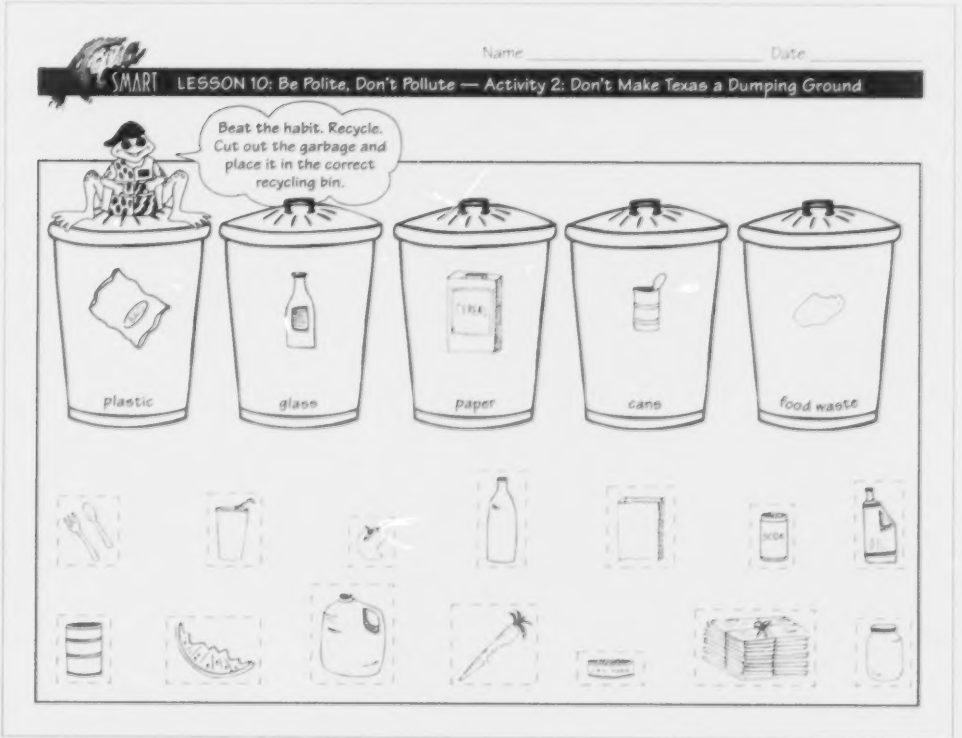
ACTIVITY INSTRUCTIONS: Lesson 10, Activity 1 — Let's Clean the Water

Have the students circle the things in the water that will hurt animals and plant life.


Name _____ Date _____
SMART LESSON 10: Be Polite, Don't Pollute — Activity 1: Let's Clean the Water
Look at this mess! Is this safe water? Draw a circle around the things in the water that will hurt animal and plant life.
SODA
SODA

ACTIVITY INSTRUCTIONS: Lesson 10, Activity 2 — Don't Make Texas a Dumping Ground

Have the students cut out the pictures and paste the garbage on the correct recycling bin.


Name _____ Date _____
SMART LESSON 10: Be Polite, Don't Pollute — Activity 2: Don't Make Texas a Dumping Ground
Beat the habit. Recycle. Cut out the garbage and place it in the correct recycling bin.
plastic
glass
paper
cans
food waste
SODA

Aqua SMART LESSON 10: Be Polite, Don't Pollute

Aqua NET

Dear Parent or Guardian:

Today, the students learned that clean water is safe water and that every living thing needs clean water. The goal of the lesson is to teach the students that they can participate in keeping Texas waterways clean. So that they can help keep Texas waterways clean, the students learned about prevention and disposal.

Students can prevent injury and death to water animals and plant life by remembering the following:

- Food scraps rot, contaminate the water, and poison wildlife.
- Styrofoam, plastic, and other trash are mistaken for food by wildlife.
- Fishing line entangles wildlife and drowns or cripples them.
- Lead sinkers, oil, and gasoline poison plants, animals, and swimmers.
- Six-pack rings hook onto the beaks, noses, necks, and wings of birds, onto the bodies of fish, and onto the noses and necks of small animals, limiting their ability to swim, fly, or eat.
- Plastic bags float like jelly fish and look like food.

Students can help keep the waterways clean by disposing of waste in the proper place. They can do the following:

- Recycle cans, bottles, and plastic.
- Reuse old fishing line, hooks, and weights.
- Place trash in a trash receptacle.
- Compost food waste (except meat) either in their yard or through community composting programs.
- Use pumpout stations for boat wastes.
- Go to the bathroom before you go boating.

Please help your child with the new words introduced in this lesson. They are *wildlife, styrofoam, plastic, propellers, trash receptacle, consequences,* and *contaminate.* Your help will build your child's vocabulary.

Your child will enjoy reading the following books. Our students enjoy environmental studies, and they are eager to help keep their world clean.

Grades PS-1	Shelby, Anne *What to do About Pollution* Orchard Books, 1993
Grades K-4	Rothman, Joel *Once There Was a Stream* Scroll Publishers, 1973
Grades K-4	Dorrow, Arthur *Follow the Water from Brook to Ocean* Harper, 1991

Sincerely yours,

Teacher

SMART Teacher Evaluation Form

Please complete this evaluation form and return it to Texas Parks and Wildlife. Your cooperation will ensure continued funding and help us improve our school curriculum program.

Rate the following items on a scale of 1 to 7, with 7 representing the highest rating, and 1, the lowest. Circle the number that best represents your opinion. Space has been provided for you to add your class-specific comments.

1. Curriculum Format

a. Instructions were clear and easy to follow.	1	2	3	4	5	6	7
b. Photo-copied activity sheets were a good idea.	1	2	3	4	5	6	7
c. The written curriculum was a good supplement to the video.	1	2	3	4	5	6	7
d. The written curriculum was a good stand-alone resource.	1	2	3	4	5	6	7

Comments: _____

_____

_____

2. Curriculum Content

a. The content was appropriate for my class.	1	2	3	4	5	6	7
b. It was easy for me to select lessons/activities appropriate for my class.	1	2	3	4	5	6	7
c. The activities reinforced the lessons.	1	2	3	4	5	6	7
d. The expanded spelling and vocabulary were a good addition to the curriculum content.	1	2	3	4	5	6	7
e. The literature selections were an important component of the content.	1	2	3	4	5	6	7
f. The parent involvement activities were used on a regular basis.	1	2	3	4	5	6	7

Comments: _____

_____

_____

3. Creativity

a. The theme of the curriculum was useful.	1	2	3	4	5	6	7
b. The illustrations were appropriate to the content.	1	2	3	4	5	6	7
c. The graphics enhanced the presentation of the curriculum.	1	2	3	4	5	6	7
d. The pictures of Splasher, Diver, and Surfer helped coordinate the written curriculum and the video.	1	2	3	4	5	6	7

Comments: _____

_____

_____

4. Student Acceptance (grade level): _____ (number in class): _____

a. Students were able to complete the activities.	1	2	3	4	5	6	7
b. Students participated in the discussions.	1	2	3	4	5	6	7
c. Students responded favorably about the theme and characters.	1	2	3	4	5	6	7
d. Students have seen the video, and are able to connect the video with the written curriculum.	1	2	3	4	5	6	7

Comments: _____

_____

_____

5. Parent Response

a. Percent of parent response: _____

Parent Comments: _____

_____

_____

6. Are you a boater? No _____ Yes _____

If yes, what kind of boating? _____

RETURN TO:

Texas Parks and Wildlife
Education Branch
4200 Smith School Road
Austin, Texas 78744
or E-mail: tpwd.state.tx.us

Certificate of Accomplishment

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of Engineers
Fort Worth District

TEXAS
PARKS &
WILDLIFE

Presented by
Texas Parks and Wildlife

Andrew Sansom
Executive Director

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Boating and Waterways 1997

For further information on the
AquaSMART series, write to:
Texas Parks and Wildlife
Education Branch
4200 Smith School Road,
Austin, Texas 78744

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TEXAS
PARKS &
WILDLIFE

US Army Corps
of Engineers
Fort Worth District

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PWD BK D1000 155 (7/97)

10
Aqua
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Lessons fo
Water and
Boating Safe

SMART
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and
Safety

Name _____ Date _____

TEXAS WATERWAYS — Activity 1: The State of Texas

This is a map of Texas. Color the map and learn more about your state.

N
W E
S

Color Key

Mountains	Purple
Hills	Red
Flatlands	Brown
Rolling Prairies	Yellow
Forest	Green
Coast	Orange
Gulf	Blue
Rivers	Blue

Name _____ Date _____

AquaSMART TEXAS WATERWAYS — Activity 2: Water is Important

In Texas most of our water comes from wells, lakes, and streams to our cities and farms. Draw pictures to show how we get our water.

1. In Texas, water starts as rain.	2. Water runs into rivers and lakes.
3. Rivers and lakes flow into underground pipes.	4. Underground pipes are used to bring water to the city and farmers.

53

Aqua NET

Dear Parent or Guardian:

As part of the study unit on water and boating safety, the students are learning about the importance of water in Texas. The lesson teaches students that:

- Water is an important resource and should be conserved.
- Every living thing needs water to live.
- The geography and climate of Texas is diverse because of the many different types of climate regions.

The students learned some new words, also. The words are *geography, climate, unique, dams,* and *valleys.* The students will be bringing home the activities they have completed in class. As you review their work and their new words, you can share ideas about how to conserve water in your home.

I realize that all children do not have the opportunity to go boating; but as they grow up, the opportunities to go swimming or boating will increase. Some of these opportunities will confront the children with dangerous situations. One objective of this series on water and boating safety is to teach the students the rules before any dangerous situations occur. Therefore, the series of lessons teaches the students to learn the necessary skills, make the right decisions, and follow the rules that prevent accidents from happening.

You can stimulate your child's interest in this subject by reading to him/her. I have included some literature selections that you might be able to find in your local library. These and other readings will help your child understand why water is a precious resource.

Grades K-2	Ness, Evaline *Sam, Bangs, and Moonshine* Holt, Rinehart, and Winston, 1966
Grades 1-2	MacDonald, Golden *The Little Island in the Sun* Doubleday & Co., Inc., 1946
Grades 1-3	Say, Allen *Grandfather's Journey* Houghton Mifflin Co., 1993

I hope you will enjoy sharing this educational experience with your child.

Sincerely yours,

Teacher

Name _____ Date _____

LESSON 1: Learn to Swim — Activity 1: Learn to Swim Word Search

To be safe, learn to swim. Find the words listed in the word bank.

WORD BANK

LEARN

TO

SWIM

BE

SAFE

S	W	W	L	A	E	V
T	I	B	E	E	F	N
I	O	Z	A	T	T	E
S	D	R	R	L	Q	S
K	A	B	N	M	T	W
N	U	F	X	F	P	I
C	F	O	E	L	A	M

Name _____ Date _____

Remember, always swim with a buddy. Fill in the space with a word from the Word Bank.

Swim with a _____.

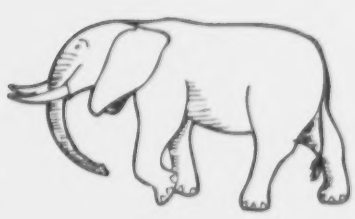
Word Bank

dog

cat

rabbit

buddy



elephant

Name _____ Date _____

Learn to Swim Directory

City Swimming Program _____

YMCA _____

YWCA _____

American Red Cross _____

Private Lessons _____

Swim Club _____

I have read the Learn to Swim Directory and will put it in the phone book.

_____

Signature of Parent or Guardian

AquaSMART LESSON 1: Learn to Swim

Aqua NET

Dear Parent or Guardian:

Today, the students learned that they need to learn how to swim to be safe in the water. The reason is that water can be fun, but it can be dangerous also. The lesson teaches students that:

- Everyone can learn to swim.
- Knowing how to swim can save their life.
- AquaSMART swimmers swim with an adult or an older, responsible buddy.

As part of this unit, the students completed a Learn to Swim Directory. The directory lists the organizations that usually give swimming lessons and the telephone numbers of these organizations. If your child has not had swimming lessons, I encourage you to contact one of these organizations and arrange for swimming lessons.

I would like to know if your child shared the directory with you. You can help by signing the bottom of the directory and asking your child to return that portion with your signature to me. Then, please place the directory in your telephone book for future reference.

The new vocabulary in this lesson included six new words. The words are *panic, directory, organizations, reference, responsible,* and *dangerous.* You can help your child by asking him or her to use each new word in a sentence.

I have included a list of readings, also. One of the books is in Spanish. Some of these books will be at your local library. If you cannot find any of these books in your library, you might be able to find other books about water fun and safety for your child. Your child will also enjoy helping you look for books at the library.

Grade 1	Alexander, Martha *We Never Get to Do Anything* Dial Press, 1970
Grade 2	Burmingham, John *Mr. Grumpy's Outing* Holt, 1970
Multi-Cultural	Alegria, Frederico *La Ciudad de Arena* Buenos Aires: Ediciones de la Flor, 1974

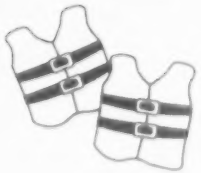
Sincerely yours,

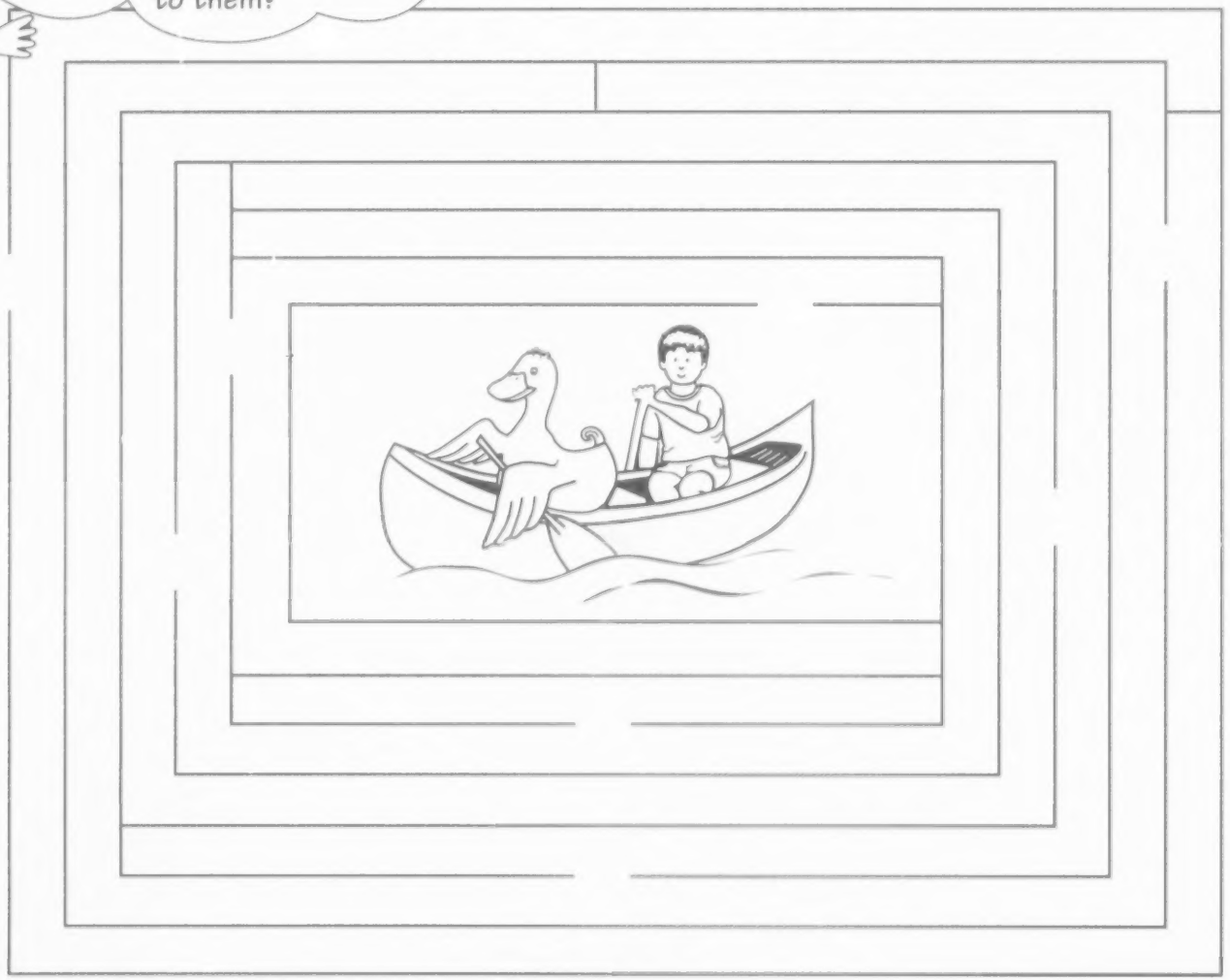
Teacher

Name _____ Date _____

SMART LESSON 2: Wear a Life Jacket — Activity 1: Deliver the Life Jackets

Diver and Pete forgot to wear their life jackets. Can you help me find the way through the maze and take the life jackets to them?





Name _____ Date _____

SMART LESSON 2: Wear a Life Jacket — Activity 2: The Right Safety Equipment

To be safe, you need to wear the right safety equipment! Circle the equipment that each person needs to wear to be safe when playing.

glove

shirt

baseball

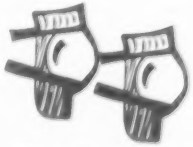
helmet

life jacket

fishing pole

oar

whistle



knee pads

helmet

hockey stick

rollerblades

Aqua SMART LESSON 2: Wear a Life Jacket

Aqua NET

Dear Parent or Guardian:

Today, the class learned that Texas law states that children under 13 years of age must wear a properly fitting U.S. Coast Guard-approved life jacket while in a moving boat. The life jacket should have a whistle attached so that the wearer can call for help, if necessary. I am sending you a copy of the law for you to read. Please sign the bottom portion of the letter and ask your child to return it to the classroom.

Also, the students learned that it makes good sense to wear a life jacket when playing near any water, especially if the current is fast, or the area is not familiar. Wearing a life jacket is the best way to prevent accidents from happening to small children.

The activities for this unit help the students understand that athletes wear the proper safety equipment at all times during sporting events. The reason is that the equipment keeps the athletes safe and helps prevent injuries. For boaters of all ages, a life jacket is the right equipment. You can help your child understand the lesson better if you help them learn the new vocabulary words introduced in this lesson. The words are *law, approved, equipment, vessel, events,* and *protective.*

The literature selections for this unit include one that is very easy to read and another that is a multi-cultural book. Both of these books will provide a unique reading experience for you and your child since one will give your child an opportunity to test his or her reading skills and the other will provide a multi-cultural experience. Both of these experiences are important to your child's education.

Very easy to read	Gomi, Taro *Where's the Fish?* Morrow, 1977
Multi-Cultural	Graham, Lorenz *Song of the Boat* Crowell, 1987
Grade 1	Winch, Gordon *Samantha Seagull's Sandals* Gareth Stevens Publishers, 1980

Please encourage your child to share boating and water experiences with the class. These can include pictures of family outings or pictures cut from magazines. Help your child prepare what he or she is going to tell the class about these experiences.

Sincerely yours,

Teacher

AquaSMART LESSON 2: Take-Home Exercise

Student's Name: _____

Date: _____

Dear Parent or Guardian:

Your child is studying 10 AquaSMART lessons on water and boating safety. This exercise for Lesson 2 requires students to take the exercise home and ask a parent or guardian to read the Texas law about life jackets. After the adult reads the law and discusses it with the student, the student and the parent or guardian then sign the bottom of the letter, and the student returns the signed portion of the letter to the classroom.

Texas Law
Personal Flotation Device (Life Jacket) Required for Children
(Title 4. Water Safety, Chapter 31. Water Safety, Subchapter C, Section 31.066 of the Texas Water Safety Act)

(a) A motorboat must have at least one life preserver, life belt, ring buoy, or other device of the sort prescribed by the regulations of the commandant of the Coast Guard for each person on board, so placed as to be readily accessible.

(b) A motorboat carrying passengers for hire must have a readily accessible life preserver of the sort prescribed by the regulations of the commandant of the Coast Guard for each person on board.

(c) The operator of a class A or class 1 motorboat, while underway, shall require every passenger under 13 years of age to wear a life preserver of the sort prescribed by the regulations of the commandant of the Coast Guard. A life

Parent/Guardian: It is a good idea for all children to wear a properly fitted, U.S. Coast Guard-approved life jacket whenever they are in a boat, near unknown or dangerous water, or swimming in water ***where there is no lifeguard.***

Student Signature: _____

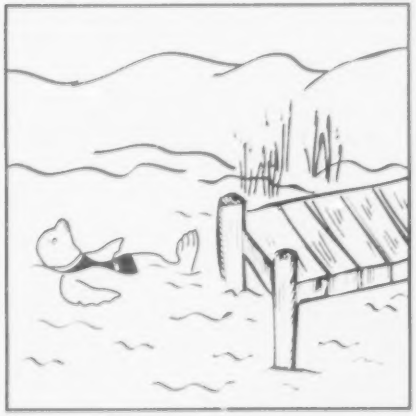
Parent/Guardian Signature: _____

Name _____ Date _____

SMART LESSON 3: Learn to Float — Activity 1: Surfer's Floating Story

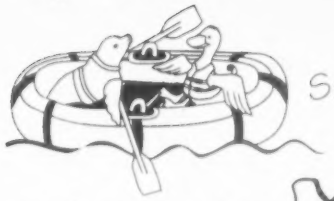
To be safe, learn to float.
Cut out the pictures below.
Put them in order to help
tell the story about Surfer.

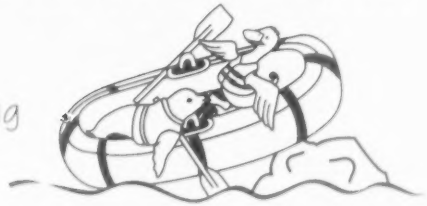
1 2 3 4



Name _____ Date _____

SMART LESSON 3: Learn to Float — Activity 2: Floating Downstream



Surfer and Diver are floating down the river in their raft. Both of them are following safety rules and are wearing life jackets. All of a sudden the current gets very strong  and they bump into a rock. The raft tips over and both of them are thrown into the water. Will they remember what to do in the water? Please help them!

Surfer and Diver need to remember to stay _____ _____. (calm, silly)

Surfer and Diver need to protect their heads by floating with their _____ (feet, head) pointing downstream.

The rule they need to remember is:

_____	_____	_____	_____	_____
float, sink	hands, feet	first, last	up, down	stream, water

Now, write the rule in a sentence so you can always remember what to do if you ever fall into a river.

_____

Remember, get to the side of the river as soon as you can.

Aqua SMART LESSON 3: Learn to Float

Aqua NET

Dear Parent or Guardian:

In class, the students discussed another safety skill that is important for all children to learn. The skill is being able to float. The children learned that, if they can float, they can help rescue themselves. They learned:

- That everyone can learn to float.
- To practice floating in a safe place, such as a swimming pool, with an adult watching.
- Special techniques for floating down a river.
- That they should wear a life jacket when playing near the water, even if they know how to swim or float.

The students also learned a special technique for floating down the river. They learned that they should float feet first, downstream. Ask your child to explain why that technique is important. Your child should be able to tell you that the technique allows you to use your feet to push away from logs, trees, and rocks as you float downstream. Otherwise, you could become trapped in the water by them.

Please share some of the literature selections and the new vocabulary words with your child. The new words are *downstream, rescue, technique, currents, calm,* and *practice.* Once you have read one of the suggested stories, you can encourage your child to share it with his or her classmates. Be sure to help your child understand the relationship between the books he or she reads and the unit on water and boating safety.

Grade 1	Gray, Catherine D. and Hames *Tammy and the Gigantic Fish* Harper & Row, 1983
Grade 2	Lobel, Arnold *Frog and Toad are Friends* Harper Row, 1970
Grade 2	Dabcovich, Ida *Follow the River* Dutton, 1980

If you go on a vacation where there is water, have your child practice swimming and floating. Take time to help your child improve these skills. Require your child to wear a life jacket if you go boating, and set a good example by wearing one yourself while the boat is underway.

Sincerely yours,

Teacher

Name _____ Date _____

LESSON 4: Reach, Throw, or Row — Activity 1: Find the Safety Helpers

Draw a circle around the helpers you can use to **reach**.

board

oar

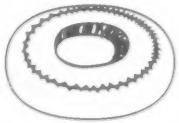
bicycle

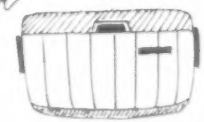
stick

teddy bear

hand

Draw a circle around the helpers you can use to **throw**.

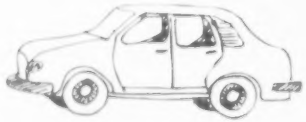

inner tube


ice chest

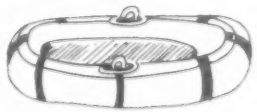
clock

life jacket

life preserver


car

Draw a circle around the helpers you can use to **row**.

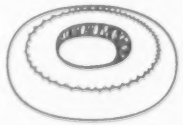

raft

air mattress

chair

tree

rowboat


innertube

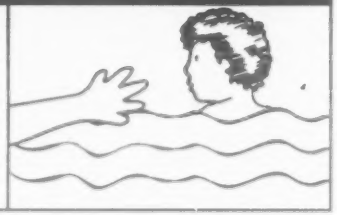
Name _____ Date _____

SMART LESSON 4: Reach, Throw, or Row — Activity 2: Fill in the Blanks

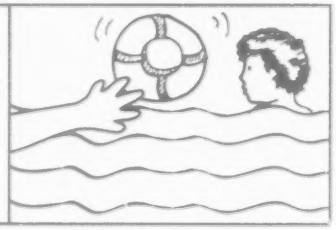
Someone has fallen into the water. They need help! Do you know what to do?

Word Bank

reach
hold
reaching
lean



throw
help



row
air mattress
inner tube
raft

First _____ for the person.
Be sure to _____on to something while you are _____.
Don't _____ over the water.

_____ something out to the person that will help them float in the water until _____ comes.

Find an adult to_____ out to the person if you can't help them by reaching or throwing. Use helpful things like an _____, _____, or a _____ to row out to them.

Remember: To help someone in the water,

1) First, I _____
2) Second, I _____
3) Third, I get an adult to_____

Aqua SMART LESSON 4: Reach, Throw, or Row

Aqua NET

Dear Parent or Guardian:

In our most recent unit on water and boating safety, the students were taught that they can rescue someone if they use the right kind of safety helpers. They learned three rescue techniques: **Reach, Throw,** or find an adult to **Row.**

Reach: To ***Reach*** someone, use these kinds of helpers: your hand, a pole, a stick, a rope, or a board. Be sure to hold onto someone or something stable while your are reaching.

Make sure that you are seated securely or holding onto something when you reach for someone in the water. Never lean over the water.

Throw: If you cannot ***Reach*** the person, ***Throw*** something into the water that floats for the person to hold onto. The helpers include a life preserver, an ice chest, an inner tube, or a beach ball.

Row: If you cannot ***Reach*** or ***Throw***, you might have to find an adult to ***Row*** out to the person. The Rowing helpers include a strong air mattress, a row boat, an inner tube, or a raft.

IMPORTANT: **If you cannot Reach, Throw, or find an adult to Row, call 9-1-1 and get help.**

The new words introduced in this lesson are *afloat, prepared, accidents, life preserver, stable,* and *dial 9-1-1.* Help your child practice these words. Be sure to tell your child that 9-1-1 should be dialed ***only*** in an emergency.

The literature selections include a multi-cultural book and another one that is very easy to read. If your child wishes, he or she can practice the very easy-to-read book and share the book with the class.

Very easy to read	Wolcott, Patty *Pirates, Pirates Over the Salt, Salt Sea* Addison-Wesley, 1981
Grade 1	Donanska, Janina *I Saw A Ship A'Sailing* MacMillan, 1972
Multi-Cultural	Benet, Amelia *Silvia y Miguel en Verano* Barcelona: Junvendad, 1970

Sincerely yours,

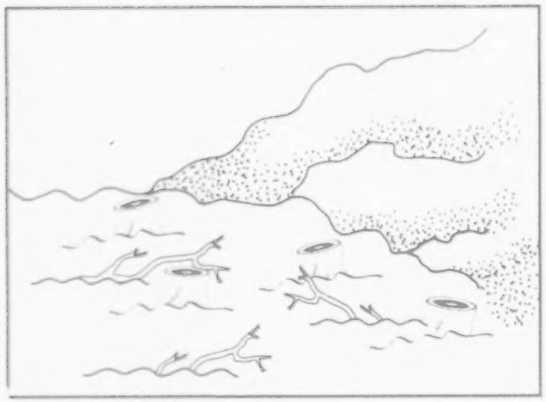
Teacher

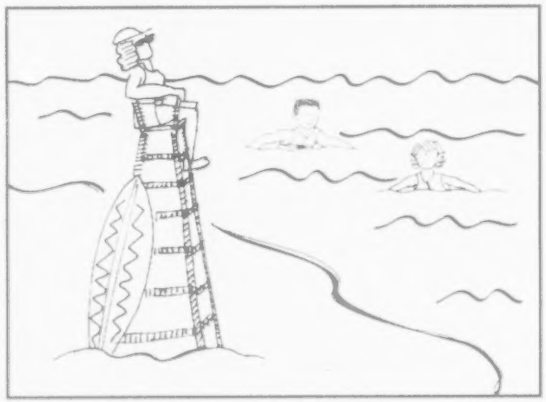
Name _____ Date _____

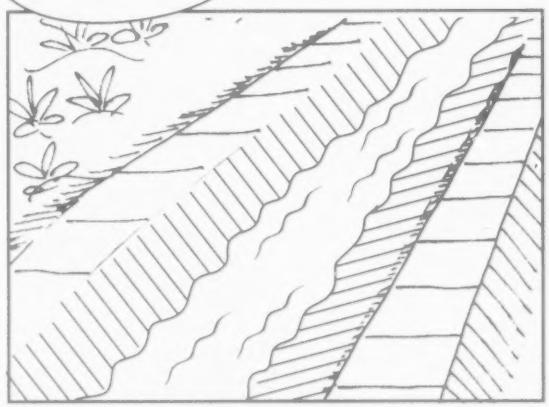
LESSON 5: Look Before You Leap — Activity 1: Find the Safe Swimming Areas

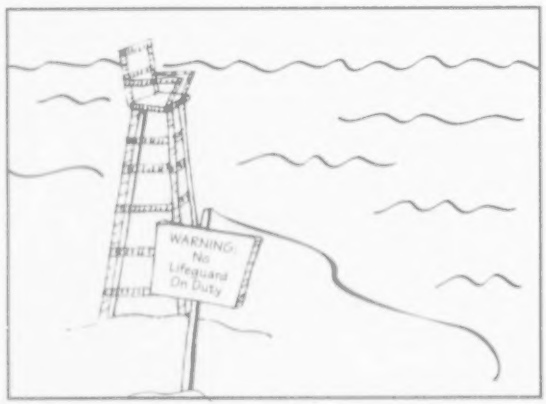
Water can be dangerous. Can you help me find a safe place to swim?

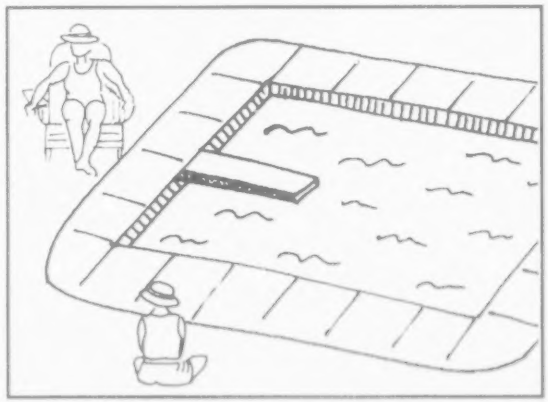
Help Surfer find a safe place to swim. Circle the pictures where Surfer should not swim. Color the pictures that show Surfer where it is safe to swim.











REMEMBER: Never _____ in water without a responsible adult close by. Always look and obey signs around water.

Name _____ Date _____

LESSON 5: Look Before You Leap — Activity 2: Follow the Signs

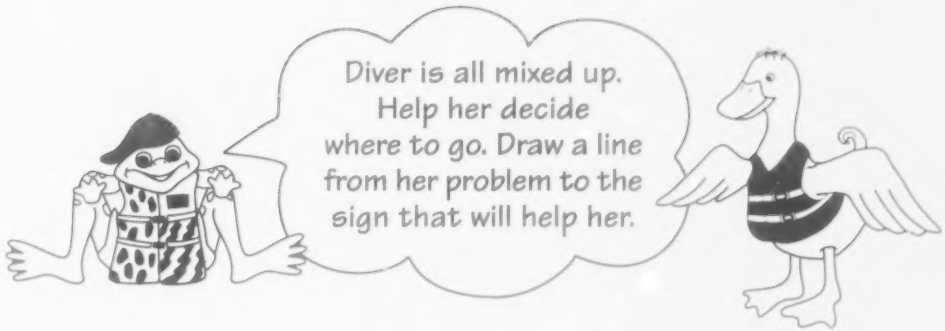
Signs warn us of dangers you can't always see. Be a sign watcher, be safe.

This sign tells where we can get **first aid** if we get hurt.

This sign tells us we **cannot swim** here. It is dangerous.

This sign tells us we can call 9-1-1 for **emergency** help.

This sign tells us someone is there to answer our **questions**.



Diver is all mixed up. Help her decide where to go. Draw a line from her problem to the sign that will help her.

Emergency! I need help. Someone is hurt badly.

My friends cut their feet. They need **first aid.**

I want to go **swimming.** How will I know if I can't?

Question: I wonder if it's okay to ride my bike on the dock?

Aqua SMART LESSON 5: Look Before You Leap

Aqua NET

Dear Parent or Guardian:

Many children in our state live near waterways or visit waterways without being warned about the dangers that unfamiliar bodies of water present. All too often, children jump into the water without thinking about hidden dangers. This lesson teaches the students to "look before you leap." The children learned that:

- They should ***never*** swim in a canal, bayou, or unknown waters.
- They should look for dangers before they enter the water.
- Signs can be friendly helpers because they can warn us of danger.

You can help your child remember what he or she learned in this lesson by reviewing the unit's activities. Have your child explain to you what he or she learned in class. Ask your child to describe some of the hidden dangers that might be in unfamiliar water. And, remind your child that he or she should never swim in a canal or bayou.

The following list gives you the literature selections for this lesson:

Grade 1	Livonni, Leo *It's Mine* Knopf, 1986
Grade 2	Burmingham, John *Come Away From the Water, Shirley* Cowell, 1977
Grade 2	Wood, Audrey *King Bidgood's in the Bathtub* Harcourt, 1985

Your child will enjoy these and other books about water and boating safety. And, your child will be safer if he or she learns to look before leaping. This is especially important because, as children grow up, they often dare each other to jump into unknown waters.

Encourage your child to learn the new words in this lesson. The new words are *pollute, lifeguard, unknown, waterways, shallow,* and *trash/garbage.*

Sincerely yours,

Teacher

Name _____ Date _____

LESSON 6: Don't Overload Your Boat — Activity 1: Safe Boats

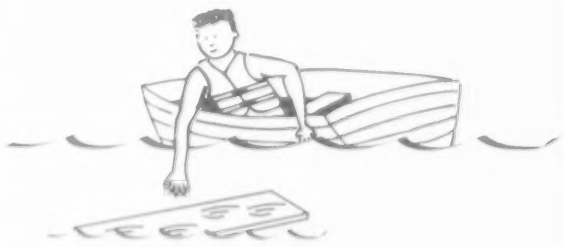
Look at each picture.
If the people are safe,
circle the ☺ happy face.
If the people are not safe,
circle the ☹ sad face.

safe unsafe

safe unsafe

safe unsafe

safe unsafe



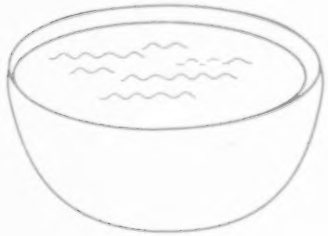
safe unsafe

Name _____ Date _____

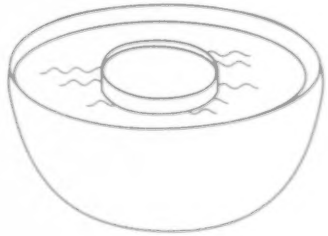
SMART LESSON 6: Don't Overload Your Boat — Activity 2: Balance the Boat

ITEMS NEEDED: **large plastic bowl, jelly jar lid, 12-15 pennies**

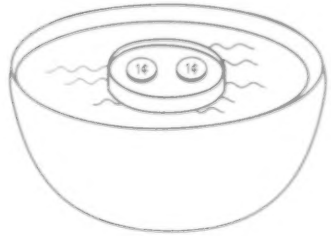
1. Fill the bowl with water to represent a lake or ocean.



2. Float the jelly jar lid upside-down on the water to represent a boat.

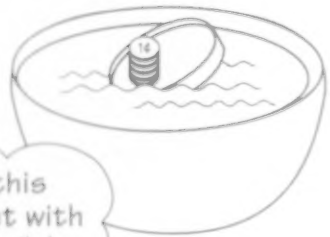


3. Place coins in the boat to represent people.

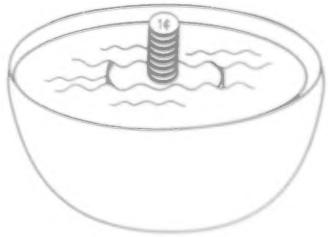


4. Balanced boat: the boat will remain stable if it has the same amount of pennies on each side. Add pennies one at a time on each side of the lid (3 to 4 on each side).

5. Unbalanced boat: place pennies one at a time on one side of the lid. The boat will eventually capsize.



6. Overloaded boat: stack pennies in the middle of the lid and eventually the boat will capsize.



DISCUSSION: Explain that in a small boat balance must be maintained. If you move around, the boat will become unbalanced and turn over or capsize. If you must move, make sure someone else moves the opposite way to counterbalance the boat.

Aqua SMART LESSON 6: Don't Overload Your Boat

Aqua NET

Dear Parent or Guardian:

This lesson teaches the students that overloading a boat is dangerous. The students learned that small boats can be unstable and that an overloaded or unbalanced boat can turn over or capsize, even if there is no wind or rough water. Also, the students learned the concept of balance and counterbalance. Balance means distributing the weight of boaters and equipment evenly, and counterbalance means shifting weight to keep the boat balanced. Finally, the students were reminded that they should always go boating with an adult or an older, responsible buddy.

All boats under 20 feet have a capacity plate. The capacity plate recommends the right number of passengers and the right amount of weight for the boat. If you go boating with your children, you can show them the capacity plate and remind them of this boating safety lesson.

The new words in this lesson are *balance, counterbalance, overload, limit, shifting,* and *recommend.* Use these words as you talk over the lesson with your child.

The literature selections include an easy-to-read book and a multi-cultural book. Have your child read the easy-to-read book to you. If your child cannot read yet, have him or her look at the pictures and repeat the story to you.

Grades K-2	Evans, David and Claudette Williams *Water and Floating* Dorling Kindersley, 1993
Easy to read	Crews, Donald *Harbor* Greenwillow Press, 1982
Multi-Cultural	Capdevila *Teo en Barco* Barcelona: Editorial Timum Mas, 1977

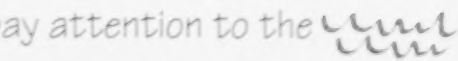
Sincerely yours,

Teacher

Name _____ Date _____

LESSON 7: Stay With Your Boat — Activity 1: Diver and Surfer's Adventure

Stay calm and stay with your boat if your boat turns over.
Read the story about Diver and Surfer. Finish the story by describing what they should do next.

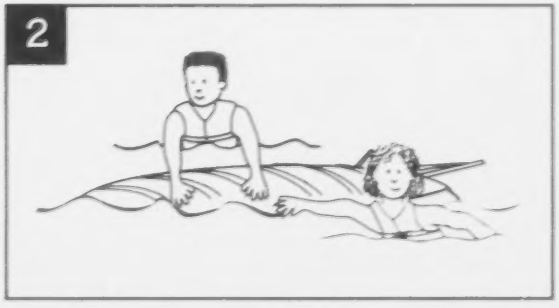
One sunny day **Diver** and **Surfer** decided to go for a ride in their **boat**. They both put on their **life jackets** before they left on their trip. Surfer and Diver were having so much fun they didn't pay attention to the  **choppy water**. Suddenly the boat bumped into a big wave. The boat **turned upside down** and Surfer and Diver **fell into the water**

Name _____ Date _____

SMART LESSON 7: Stay With Your Boat — Activity 2: If Your Boat Turns Over

Draw a line from the sentence to the picture that will help you remember what to do if your boat turns over.

- Look and listen for help.
- Yell, scream, and cry for help.



- Flap your arms up and down.
- Remain calm and stay with your boat.

- Look around for help; if boaters are close enough, blow your whistle, and wave your arms to let them know you need help.
- Yell, yell, and yell until someone hears.

Remember to do the following if your boat turns over:

Safety List

- ✔ 1. Look, listen, and keep calm.
- ✔ 2. Stay with your boat.
- ✔ 3. Look for boats that are close, blow your whistle, and wave your arms to let them know you need help.

Always wear a properly fitting U.S. Coast Guard-approved life jacket!

Aqua SMART LESSON 7: Stay With Your Boat

Aqua NET

Dear Parent or Guardian:

In this lesson, the students learned that, even in calm water, boats can capsize or turn over. They learned that, if the boat turns over, they should stay with the boat and try to climb as high out of the water as possible. If the boat is too far away to reach, the students learned that they should look for and hold onto anything that floats. The reasons for these rules are:

- It is easier for rescuers to see a capsized or overturned boat than a person alone in the water.
- Even on warm days, the water can be cold. Climbing out of the water helps you keep warm.
- Boaters should be prepared; they should wear their U.S. Coast Guard-approved properly fitting life jacket with a whistle attached.

Also, the students learned that they should conserve their energy while waiting for help. To conserve their energy, they should not yell for help or wave their arms unless they are sure the person or boat is close enough to hear them. And, they should use the whistle on their life jacket instead of yelling.

Review the lesson with your child by reviewing the new words. The new words are *overturned, boat oars, struggle, rescuers, whistle, capsized,* and *overturned.*

The children are encouraged to participate in reading activities outside of class. Reading to your child helps improve the child's reading readiness and reading skills. The following children's literature selections are suggested. One of the readings is authored by Langston Hughes, a famous African-American author. If you cannot find these books at your local library, have your child help you search for similar books.

Grades K-2	Carratello, Patty *My Old Gold Boat* Teacher Creative Material, 1988
Grade 2	Murez, Diane *A Day with Captain Betty* MacMillan, 1993
Multi-Cultural	Contemps, Arna and Langston Hughes *Popo and Fifina* Macmillan, 1932

Sincerely yours,

Teacher

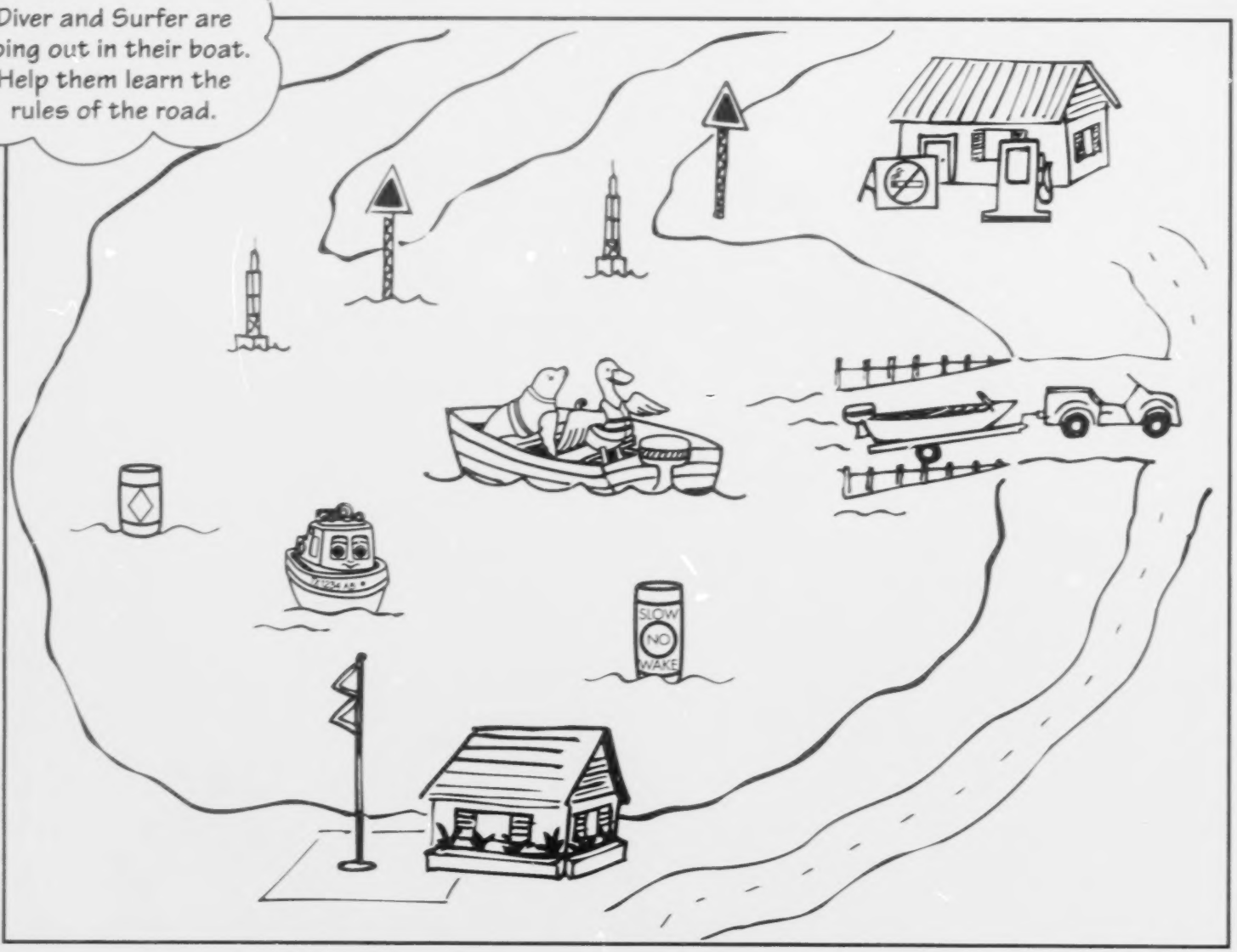
Name _____ Date _____

LESSON 8: Learn Boating Rules of the Road — Activity 1: Diver and Surfer Learn the Rules

Diver and Surfer are going out in their boat. Help them learn the rules of the road.

Rules of the Road:

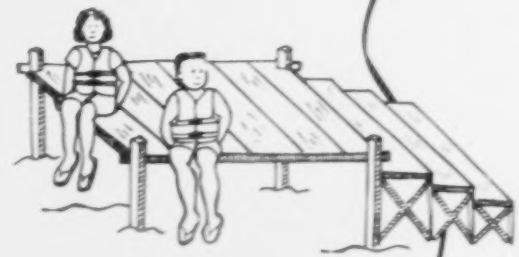
- Always wear a life jacket.
  Color the life jackets **yellow**
- Follow the slow speed "no wake" marker.
  Color the sign **blue**
- Obey the channel buoys.
  Draw a **circle** around the buoys.
- Watch the weather flags or listen to the weather report.
  Color the weather flags **red**
- Look for danger markers.
  Color the marker **green**
- Find the "no smoking" sign.
  Color the sign **orange**



Name _____ Date _____

SMART LESSON 8: Learn Boating Rules of the Road — Activity 2: Courtesy is the Rule

Surfer and Diver are going out in the boat. Can you help them learn the courtesy rules? Color the picture, and draw a circle around the areas where they should not go.



Aqua SMART LESSON 8: Learn the Boating Rules of the Road

Aqua NET

Dear Parent or Guardian:

In Lesson 8 on water and boating safety, the class was introduced to the boating rules of the road. The students learned that there are rules for operating a boat that are similar to the rules for driving a car. They also learned that being courteous is always the rule on any waterway.

Boating accidents kill many boaters each year. Most boating accidents involve collisions between two boats or a boat and a fixed object, and most boating-related deaths occur among boaters riding in small open motorboats. You can keep your child safe by obeying the boating rules of the road and by reminding your child of the following:

- A person must be a certain age or successfully pass an approved boater education course to operate a motorboat in Texas.
- Following the signs helps make boating safe. These signs include speed limit signs, buoys (floating objects often with a bell or light) that mark the boating channels, markers that warn of shallow water and flags that report the weather. Also, it is a good idea to listen to the weather broadcast on the radio.
- You may obtain a copy of the boating laws from your boat dealer or local Texas Parks and Wildlife office.

If you go boating with your child, have him or her point out the signs about boating safety. If you do not go boating, go over the new words in this lesson. The new words are *buoy, markers, radio broadcasts, courtesy, ramp*, and *dock*. You can help your child remember this important lesson.

Courtesy is always a boating rule. Go over these rules with your child. Remind him or her that people should **never**:

- Operate boats close to, or enter, a swimming area.
- Operate boats close to water-skiers, fishermen, or swimmers.
- Block ramps where boats enter or leave the water.
- Spray others in boats or on the dock with waves made by the passing boat or water-skier.
- Race the motor near houses; the noise bothers the residents.

The law permits children to operate a motor boat at a very young age, so it is never too soon for them to learn the boating rules of the road. You should always wear a U.S. Coast Guard-approved properly fitting life jacket. While you are reading books about water activities, it is a good time to remind your child of the boating rules of the road. It is not too early to teach your child the habits that might save his or her life. Drownings account for the greatest number of boating fatalities.

Grades PS-1	Young, Ruth *Daisy's Taxi* Orchard Books, 1978
Grades PS-2	Moncure, Jane B. *Nanny Goat's Boat Ride* Child's World, 1987
Grade 2	Lundgren, Barbo *The Wild Baby Goes to the Sea* Greenwillow, 1983

Sincerely yours,

Teacher

Name _____ Date _____

Can you help your friends make the right decisions? Draw a picture to let your friends know that alcohol, drugs and boating don't mix.

People who drink alcohol on a boat put themselves in more danger from the 4 stressors. Write the sentences to help you remember the 4 main stressors of boating.

The sun can give you a sunburn.

The wind makes you tired.

If there is too much noise, you can't hear.

The waves keep you off balance.

Aqua SMART LESSON 9: Alcohol, Drugs & Boating Don't Mix

Aqua NET

Dear Parent or Guardian:

In class today, the students were taught that the laws about drinking and operating boats are similar to the laws about drinking and driving a car. They learned that it is unlawful to operate a boat while under the influence of alcohol or other drugs. They were taught that persons who drink or use drugs and operate a boat can hurt themselves or someone else.

The class discussed the four main stressors and the effect that alcohol and other drugs have on those stressors. The four main stressors are ***sun, wind, noise,*** and ***waves***. Even without the presence of alcohol or other drugs, exposure to the four stressors has a negative effect on boaters. While you are boating, the stressors cause the following effects:

Sun: Causes sunburn, overheating, and glare.

Wind: Causes fatigue (feeling tired) and windburn.

Noise: Prevents boaters from hearing other boats or anyone calling for help.

Waves: Make boats unstable and cause boaters to lose their balance.

Drinking alcohol or using drugs makes the effects of the four main stressors more serious and increases the chance of accidents occurring. Drowning is the main cause of boating fatalities.

I am sending you the law about operating a boat while under the influence of alcohol or other drugs. Your child will bring home a copy that can be placed on the refrigerator door. After you read the law, remind your child that the law says that operating a boat while under the influence of alcohol or other drugs is illegal. There is no way to operate a boat safely after drinking alcohol or using other drugs. Even one drink can make a person an unsafe boater.

The students learned some new words in this lesson. They are *alcohol, drugs, passengers, stressors, judgment,* and *vibration*. Help your child expand his or her vocabulary by using the words in your discussion of the lesson.

I am also suggesting some books for you to share with your child. The books marked PS are appropriate for pre-school children.

Grades PS-3 Samton, Sheila W.
Jenny's Journey
Viking Press, 1991

Grades PS-4 O'Hearn, Michael
Hercules and the Harbor Tug
Charlesbridge Publishing, 1994

Grades K-3 Gans, Roma
Water for Dinosaurs and You
Harper Collins, 1973

Sincerely yours,

Teacher

AquaSMART LESSON 9: Take-Home Exercise

Student's Name: _____

Date: _____

Dear Parent or Guardian:

Your child is studying 10 AquaSMART lessons on water and boating safety. Lesson 9 teaches students that laws about drinking or using drugs and operating boats are similar to laws about drinking or using drugs and driving a car. The lesson also reinforces the slogan, "Say no to alcohol and drugs," and introduces the four main stressors that interfere with judgment and make boating dangerous.

This take-home exercise for Lesson 9 requires students, while they are at school, to cut out the Texas law about alcohol and drugs and the information about the four main stressors. Students will then paste the cut-out information on stiff paper or cardboard. When this task is completed, the students will take the mounted sign home and put it on the refrigerator door.

Texas Law About Alcohol and Drugs

If you are convicted of operating a boat under the influence of drugs or alcohol, the court may sentence you to confinement in jail for up to 180 days, and/or assess fines of up to $2,000. Another conviction of operating under the influence (vehicle or vessel) could result in fines of up to $4,000, confinement in jail for up to 1 year or both.

The Four Main Stressors

Boating exposes you to four main stressors that interfere with judgment and make boating dangerous for everyone. Drinking alcohol or using other drugs makes the effect of these stressors greater.

The four stressors and their effects on the body include:

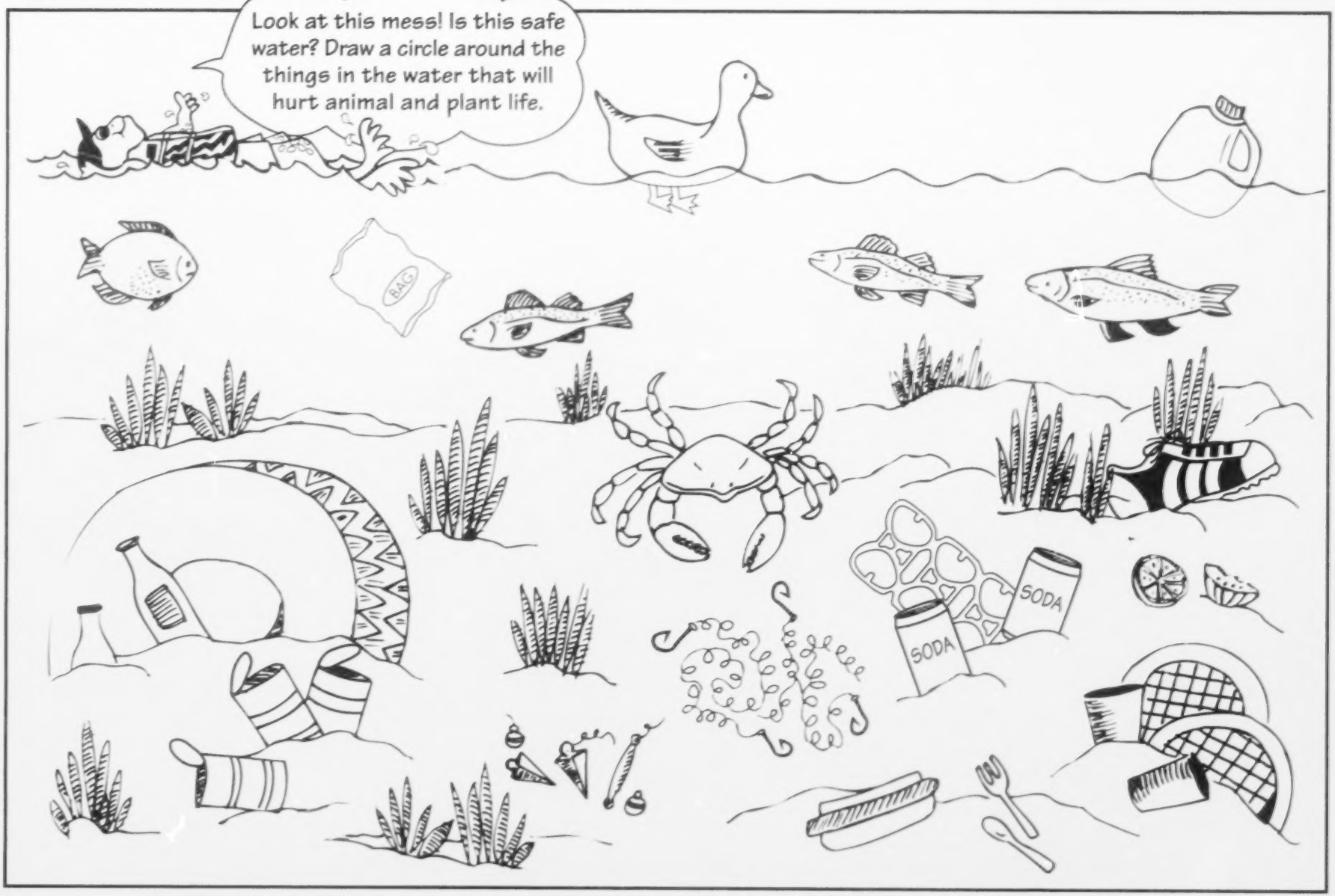
Sun: Sunburn, overheating, glare on water.
Wind: Tired, windburn.
Noise: Can't hear other boats or anyone calling for help.
Waves: Unstable, loss of balance.

People who drink alcohol or use other drugs on a boat put themselves and other people in danger.

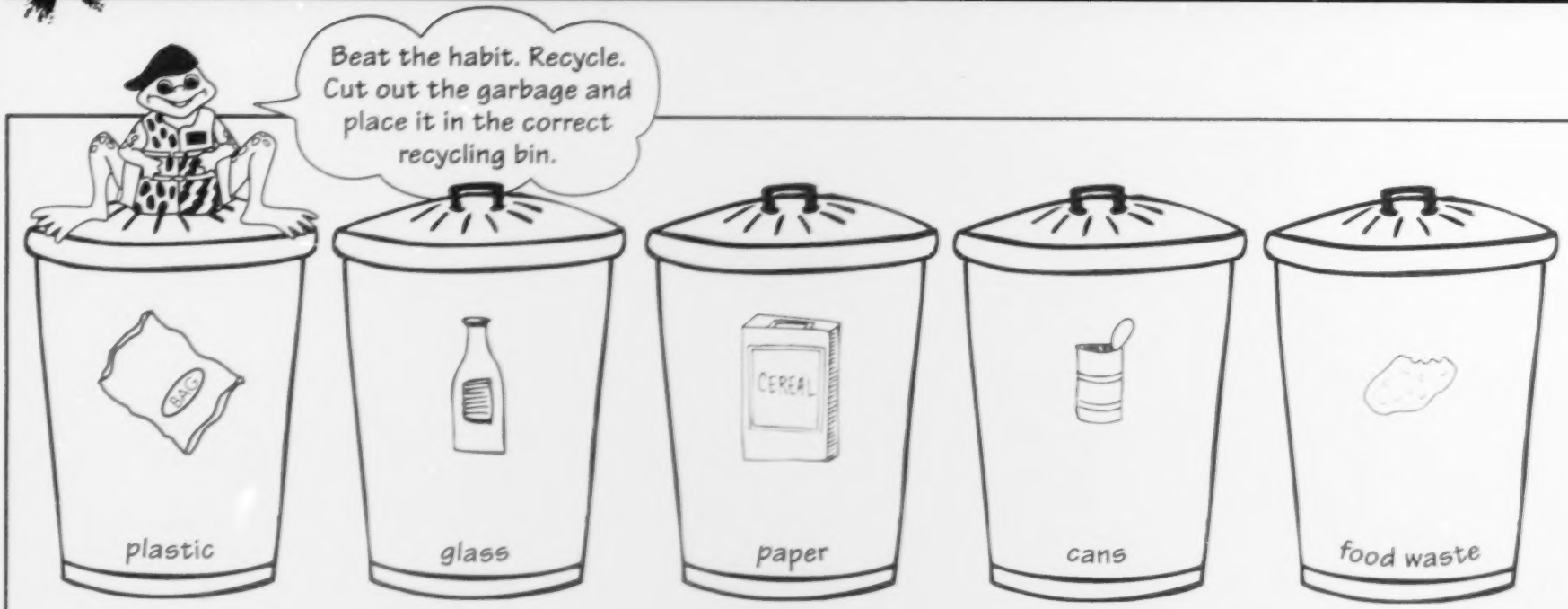
Alcohol and other drugs don't mix with boating.

Student Signature: _____

Parent/Guardian Signature: _____


Look at this mess! Is this safe water? Draw a circle around the things in the water that will hurt animal and plant life.
BAG
SODA
SODA

LESSON 10: Be Polite, Don't Pollute — Activity 2: Don't Make Texas a Dumping Ground



Aqua SMART LESSON 10: Be Polite, Don't Pollute

Aqua NET

Dear Parent or Guardian:

Today, the students learned that clean water is safe water and that every living thing needs clean water. The goal of the lesson is to teach the students that they can participate in keeping Texas waterways clean. So that they can help keep Texas waterways clean, the students learned about prevention and disposal.

Students can prevent injury and death to water animals and plant life by remembering the following:

- Food scraps rot, contaminate the water, and poison wildlife.
- Styrofoam, plastic, and other trash are mistaken for food by wildlife.
- Fishing line entangles wildlife and drowns or cripples them.
- Lead sinkers, oil, and gasoline poison plants, animals, and swimmers.
- Six-pack rings hook onto the beaks, noses, necks, and wings of birds, onto the bodies of fish, and onto the noses and necks of small animals, limiting their ability to swim, fly, or eat.
- Plastic bags float like jelly fish and look like food.

Students can help keep the waterways clean by disposing of waste in the proper place. They can do the following:

- Recycle cans, bottles, and plastic.
- Reuse old fishing line, hooks, and weights.
- Place trash in a trash receptacle.
- Compost food waste (except meat) either in their yard or through community composting programs.
- Use pumpout stations for boat wastes.
- Go to the bathroom before you go boating.

Please help your child with the new words introduced in this lesson. They are *wildlife, styrofoam, plastic, propellers, trash receptacle, consequences,* and *contaminate.* Your help will build your child's vocabulary.

Your child will enjoy reading the following books. Our students enjoy environmental studies, and they are eager to help keep their world clean.

Grades PS-1	Shelby, Anne *What to do About Pollution* Orchard Books, 1993
Grades K-4	Rothman, Joel *Once There Was a Stream* Scroll Publishers, 1973
Grades K-4	Dorrow, Arthur *Follow the Water from Brook to Ocean* Harper, 1991

Sincerely yours,

Teacher

Certificate of Accomplishment

Awarded To:

_____

For Successfully Completing

Aqua SMART

US Army Corps
of Engineers
Fort Worth District

TEXAS
PARKS &
WILDLIFE

Presented by
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Andrew Sansom

Executive Director

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For further information on the
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